

Educational Supplement

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Teachers' salaries in the US are rocketing with an average annual pay cheque of £16,500. But are the children of America taught any better? Bill Norris looks at the view from the back of the class

The Rites of August



The financial Rites of August are concluded. Once more the salary cheques of American teachers have been laid bare to the public gaze, with the gratifying news that their average annual pay, nationwide, has now reached a record \$26,698 (£16,500). Next year, the American Federation of Teachers forecasts, it will exceed £28,000 (£17,300).

The latest increases are not only above the rate of inflation; they also mark the moment when the losses of the 1970s have been recovered and left behind. The Rubicon has been crossed. American teachers are now paid more in real terms than ever before. Hurray.

Not that this is likely to mean any cessation of the financial Rites of August. No other segment of the US work-force has its earnings so relentlessly publicized as the teaching profession, and the unions intend to keep it that way. The new goal will be parity with other professionals, doctors and lawyers, and they may get there yet. It is a noble ambition. Only the meanest cynic would dare to ask what message this constant money-grubbing on the podium is sending to the kids at the back of the class.

The union argument, though couched in more esoteric terms, is the familiar one that "if you pay pennies, you get monkeys". This may be true, though it ignores the fact that the extra money, for the moment, is going to the same monkeys who were hired for pennies in the first place. Sit them down at typewriters, and they may, or may not, succeed in writing the works of Shakespeare if the current rate of increase continues for a millennium or two.

There is certainly little evidence that the children of America are taught better, or taught more, than they were in the days of pedagogic poverty. Drop-out rates from high school continue to be alarmingly high; test scores stagnate, and schoolgirl pregnancy is setting new records for the civilized world. And this after four years of "reform".

The reform movement has had two main themes. One has been to pump more money into schools, mainly on teacher salaries; the other to raise standards with a "back to basics" approach. There has been much talk of emulating the Japanese, or even the French, in terms of academic rigour, but an inherent American distrust of elitism has held such trends in check.

What has emerged instead has been a sporadic strengthening of the curriculum and an obsessive insistence on testing - usually by multi-choice

standardized tests - at every stage of a child's education. Indeed, American children seem to take so many tests, it is a wonder they have any time left to learn anything.

There are those who claim that the "back to basics" movement has now run its course. Indeed, there are widespread fears that insistence on higher standards is merely encouraging a sense of failure among less able children, who are giving up and dropping out in increasing numbers. This is especially true in areas with a high proportion of Black and Hispanic children who, unless they can somehow be persuaded that education is worth while, are in danger of becoming a permanent under-class in American society.

It is dangerous to generalize, because there is no central policy controlling US education. The Federal role, never strong, has been diminished under the Reagan administration, and the individual states and counties who pay the piper are calling tunes of their own composition. Within this vast diversity there are admitted pockets of success.

Thus, South Carolina has seen its test scores

jump dramatically; students in California now learn far more science and mathematics; a scattered consortium of "essential schools", working on the TheodoreSizer principle of team teaching, smaller classes and greater individual attention, is slowly prospering.

But overall the signs are not encouraging. The two main teachers' unions, ideologically divided, are unable to agree on a national certification board for new entrants to the profession. Nor are they jointly happy about the new schemes for teacher career ladders and incentive pay, based on ability, which are now springing up. Their one meeting point is the need for more money in all their pockets. And then more.

Understandable though this is, it has delivered into the hands of local politicians and businessmen who see education in terms of delivered results. They have provided the money - state spending per pupil has risen by an average of 17 per cent over the past three years - but they have insisted on setting the policy within the schools.

For all the learned reports urging greater

teacher responsibility and control over what is taught in the classroom, precisely the opposite has been happening. The teachers have their financial crop, but some are realizing that in the process they have sold it. It is hard to argue with the laws of economics, especially in America.

The prospect of economic disaster, perceived weakening of the United States, power; has been the driving force behind school reform movement. Businessmen that without an educated workforce there will widen the deficit increase, and diminish. Give us, they say, kids who program computers or speak foreign languages. At the very least, give us kids who can write.

The view from the back of the class is different. The teenager who looks at market, and sees little more than the passing serving hamburgers, can be forgiven for giving his importance to the corporate world jaundiced eye. Why should he learn? What for him or her?

Education for its own sake? Education: a fuller, more satisfying life? Such are endangered species. Perhaps they require models: teachers for whom the job is a way of life. But they, too, are on the danger list in America.

The average American high school has no fool. He listens to the message of order that message tells him to get what he can, however he can, and get it now. And why the Rites of August show all too clearly, it does it too.

NEXT WEEK

NATIONAL CURRICULUM
Dr David Hargreaves sets out his agenda for the debate to be fought on these pages - and elsewhere - by the end of September

COMPUTERS/IT

A new regular page of news, features and reviews

THE BILL

How right and left-wing is a view of Baker's new legislation

PEOPLE'S HISTORY

Rise and rise of a new discipline

NOTICEBOARD

PEOPLE...

Professor Peter Hall, professor of geography at Reading University, to be chairman of the Economic and Social Research Council from next June.

Mr Martin Shepherd, senior assistant education officer for Sheffield City Council, has been appointed chief education officer of the London Borough of Waltham Forest.

Mr John Kelly, principal careers officer for Tayside, Scotland, and president of the Institute of Careers Officers, has been appointed the careers service representative on the Manpower Services Commission board.

CONFERENCES...

September and October
The Historical Association is organizing regional conferences for teachers on the National debate on history in the core curriculum 5-16. They will take place at Bournemouth College of Higher Education and Hastings Teachers' Centre (September 15-16); the University of Leeds (September 21-22); Bristol University, Netherfield School, Cambridge, and London University Institute of Education (September 28); University of Nottingham, University of Durham, University of Liverpool and Regent and Colman Pharmacy and Retail Division, Hull (October 3); and Birmingham Polytechnic, October 17.

Details and application forms for all conferences, except Leeds and Birmingham, from the Historical Association, 59a Kensington Park Road, London SE11 4JH. Details for Leeds from Geoffrey Matlock, School of Education, Leeds LS2 9JT and for Birmingham from Sue Broadway, 6 Blackmore Drive, Birmingham B15 2JH.

Sutton Coldfield, Birmingham B75 7RN.

September 11-12

Theology of peace for those with an informed interest in theology and a concern for peace, at the University of Bradford. Speakers include Rowan Williams, Andrew Chester, Deborah Middleton, Frances Young and James O'Connell. The discussion will be concerned with deepening understanding, rather than preparing for action, the cause of peace. It should be of particular interest to teachers, members of peace groups, clerics, nuns and theologians. Fee £35 residential, £14 non-residential. Details from the conference administrator, continuing Education Unit, University of Bradford, West Yorkshire BD7 1DP.

September 23

Making INSET work the planning, delivery and evaluation of short in-service courses on special educational needs in the light of grant related in-service training. Speakers include Peter Mittler, Colin Robson, Judy Sebba and Mike Wright. Details from the INSET Unit, Department of Education, Manchester University M13 9PL.

October 3

Transference and counter-transference in educational therapy, organized by the National Association of Teacher Therapists and Teachers in Multi-disciplinary Settings, with Mary Pears, former principal educational psychologist at Hounslow SPS and Ricky Emmanuel, child psychiatrist at Hounslow Rise CGU. From 10am to 1.30pm at Epsdon Teachers' Centre, Blackstock Road, London. Tickets at the door: £35.00. Details from Gill Eastaugh on 01-979 6542.

PUBLICATIONS...

Sports coaching
The Central Council of Physical Recreation has published a guide to national governing body coaching award schemes with information of 63 governing bodies operating almost 400 schemes. £2 from the CCPR, Francis House, Francis Street, London W1P 1DE.

COURSES...

October 17
Primary maths workshops organized by the East Midlands Mathematics Council, a regional group linked with the Nuffield Mathematics National Committee and the University of Leicester. There will be a choice of five workshops on the theme of Problem solving and Investigations. Speakers: Leonie Burton of Thames Polytechnic. EMMAC is a recently formed group of teachers, advisers and others interested in promoting developments in mathematics for the 3-13 age range, focused on the East Midlands. Details from Diane Green, Northampton Teachers' Centre, Cliftonville Middle School, Cliftonville Road, Northampton, NN1 5BW.

October 21 and 24
Courses of interest to teachers at the Commonwealth Institute. The first on Teaching about the Pacific Islands (October 21) is an introductory course with workshops designed for primary and secondary teachers in preparation for the Commonwealth Institute's Pacific Focus 1988. The second (October 24) on French in the Commonwealth: a practical study day (for teachers of English) aims to provide practical ideas and

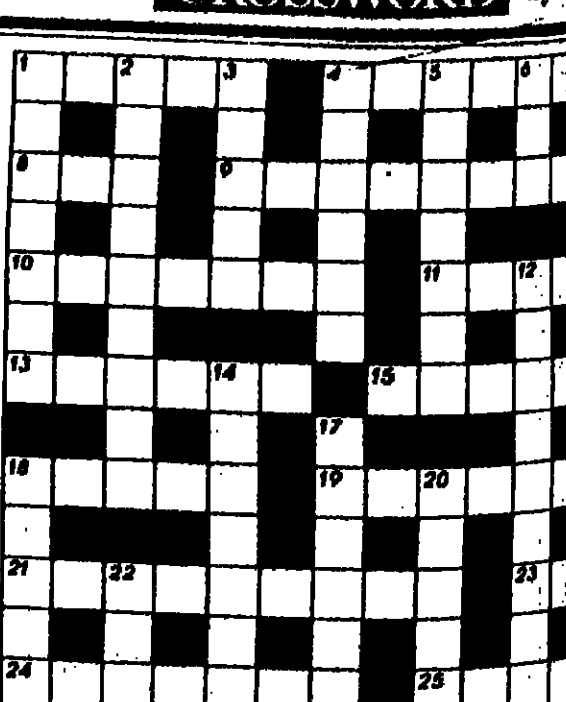
resources for teaching about the language, literature and cultures of French-speaking countries belonging to or associated with the Commonwealth. The course will be in English. Fee: £12.65 per course. Details from Maggie Butler or Indira Nandha at the Commonwealth Institute, Kensington High Street, London W8 6NQ. 01-693 4555, ext 255 or 267.

INFORMATION...

Training essay award
The National Training and Development essay award organized by the Institute of Training and Development. This year's theme is The implementation of new technologies and their effect on human resource development in the coming decade. Winning essays will be published in the ITD journal, Training and Development. Details from Pippa Harwood, Essay Award Secretary, Institute of Training and Development, 5 Bering Road, Beaconsfield, Bucks HP9 2NX.

Action for Birds
An awards scheme for young people who have improved the environment for birds, wildlife and people has been launched by the Young Ornithologists' Club, the junior section of the Royal Society for the Protection of Birds. Suggested projects include digging a pond, putting up a bird table in the garden or setting up a local nature trail. Tasks will qualify for bronze, silver or gold award certificates. Details from YOC Action for Birds, The Lodge, Sandy, Bedfordshire SG9 1DZ. Please enclose a second class stamp.

No 321 CROSSWORD by R. B.



ACROSS

- 1 Change of clothing (5)
- 4 The S African flag (7)
- 6 Desert animal (3)
- 8 He teaches the student body (9)
- 10 Stretch of river occupied by swamps (7)
- 11 Instruction book (5)
- 13 Vessel among the waves perhaps (6)
- 15 Rarely taken walk (4)
- 18 Had the intention of making a half turn (5)
- 19 Possibly learnt about Eastern immortality (7)
- 21 Shopkeeper and master of disguise (9)

DOWN

- 2 An instrument of Eve's downfall (7)
- 3 Very fit position for a prospective school-leaver (12, 3, 4)
- 7 School transport (5)
- 9 Extremely ragged (6)
- 5 Firm in money management (7)
- 6 It will be in most winter sportsmen's kit (11)
- 7 Moving light (5)

Bid to ground appraisal pilot fails

by James Meikle

One hundred Cumbrian teachers will voluntarily undergo appraisal this term under a pilot scheme that is being officially boycotted by unions at a national level.

Members of the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers are taking part to the embarrassment of their leaders, who pledged co-operation in both this and five other pilot schemes in protest over the government's suspension of negotiations.

Mr Terry Bickler, Cumbria NUT secretary, said: "We are not defying the national union. We are honouring a

local agreement that was made before the dispute started. I am sure there will be progress in Cumbria, but to be effective there has to be progress in other pilots because we need to see the value of the different schemes."

The NAS/UWT locally is more divided on the issue, but a number of

members have volunteered for appraisal and others are taking part in whole-school reviews - a study of needs, aims and objectives that precedes the individual appraisals.

Cumbria has already given training to both appraisers, mainly heads and deputies, and about 100 teachers to be appraised at eight primary schools and two secondary schools.

Hundreds of teachers will be appraised over the next two terms as 20 more schools join the scheme.

The NUT and NAS/UWT are likely to stress that the Cumbrian pilot is being supported by individuals, but there will be some concern at teachers going it alone - particularly when the national steering group appraising the pilots meets next week with neither union represented.

Appraisal may not improve teaching, page 14.

Staff shortage hits business

by Ian Nash

Business studies is likely to be declared the next "shortage subject" by the Department of Education and Science, despite a 37 per cent increase in the number of applicants for PGCE and BED business teaching courses this year.

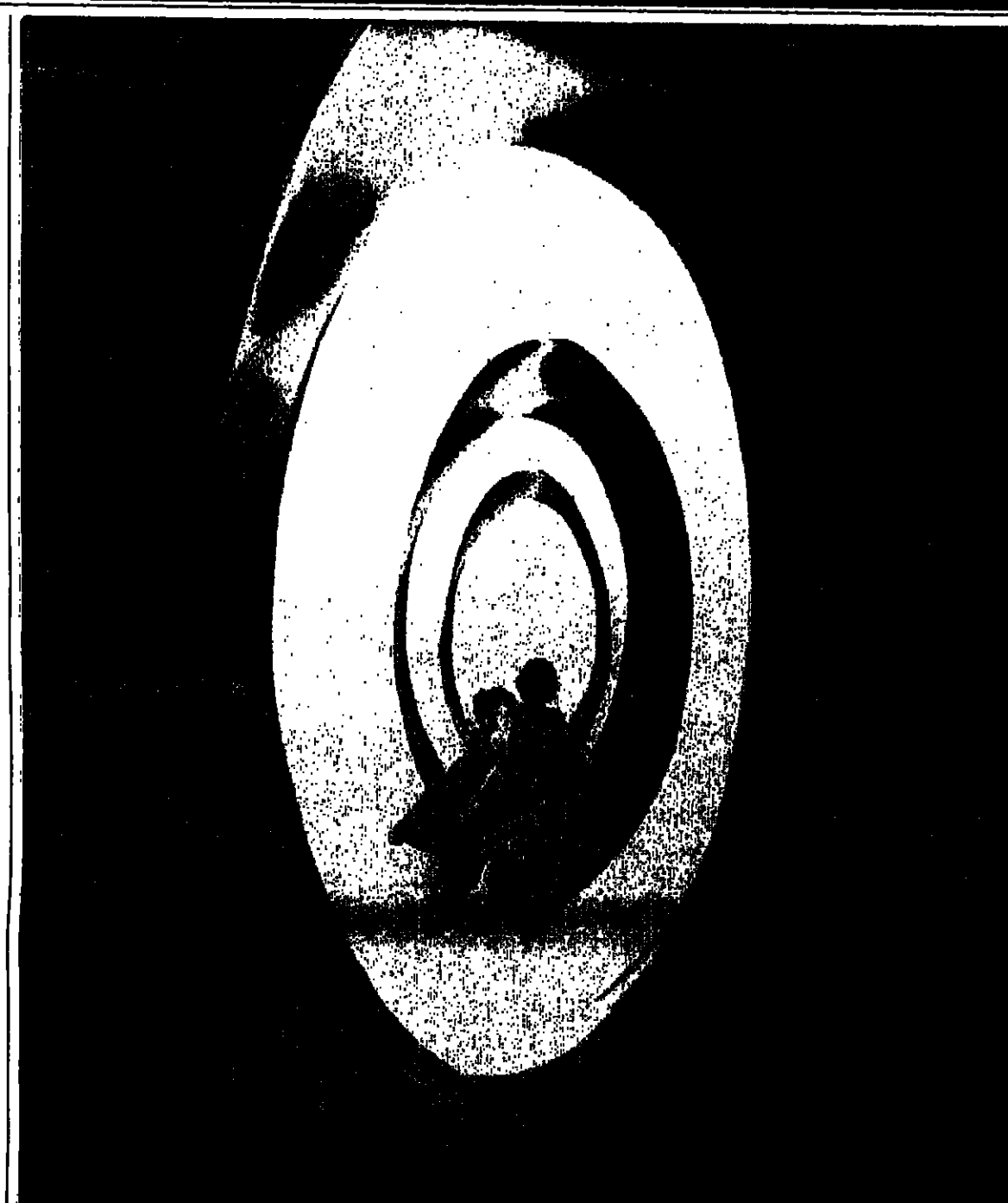
Mr Michael Richardson, assistant secretary to the Teaching as a Career Unit, set up to monitor and improve recruitment, explained: "There is a healthy increase, but not compared with the extent of the shortfall of teachers in classes at the moment."

There were 382 applications for business studies compared with a target of 455. But, Mr Richardson

pointed out, only 278 applied last year. Latest figures show a 63 per cent increase in applications for physics teacher training, 40 per cent for mathematics, and 67 per cent for craft, design and technology. Applications for the present shortage subjects are up about 140 per cent on the DES targets for this year.

Commenting on the overall upturn in the applications for teacher training, Mr Richardson said: "It looks as though it is not just the £1,200 bursaries that are having effect. There is a general recovery."

News Focus, page 18



Escape from reality? Youngsters wander around the Colourspace exhibition which is at London's Barbican Centre before going to Barcelona in Spain. The exhibition organizers claim it is "a spiritual experience", with one participant saying: "I have walked through another dimension".

THIS WEEK

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Back to the grindstone

The school year which has just opened is going to be packed with incident. That much is sure in an uncertain world. The next 12 months will see Parliament wrestle with Mr Baker's far-reaching Education Bill. What relation the Bill itself will bear to the discussion documents which were rushed out before the recess remains to be seen. The hand which Mr Baker has so far showed has hardly been sorted into suits. But no doubt he has a few aces up his sleeve: he clearly believes he is in the politically advantageous position of being able to treat opposition from people who actually know something about schools and how they work, like the Secondary Heads whose uncompromising criticisms make this week's news, as proof of the need to take education out of their hands. "Education is too important to be left to the professionals" is a winning slogan.

Politics is too important to be the sole preserve of politicians, too. It was once the British genius to limit raw political power by self-imposed checks and balances. The sharing of power was particularly important in education, because of the obvious need for continuity. What is now happening is taking Britain a giant's stride towards the elective dictatorship of which Lord Hailsham warned. The concentration of power is dangerous. It is only *hubris* which prevents the present Government from considering what other politicians with a different education agenda might do with it.

The discussion of the national curriculum shows clearly that politicians of all parties share Mr Baker's desire to get his hands on the school timetable. Like him, they overestimate the power of central direction and top-down innovation. David Hargreaves' article on page 4 touches on some of the pitfalls which Mr Baker has to avoid if he is to limit the damage he threatens to do. Next week the debate will be joined

in these columns by more writers with direct and indirect experience of the curriculum issues involved, including Donald Naismith, whose powerful support for a more clearly defined and prescribed curriculum is tempered with strong criticism of many aspects of Mr Baker's first cock-shy.

The Dawsbury incident (page 5) has thrown an early, but much-needed, spotlight on "open enrolment". Mr Baker has rightly told the protesting parents that the 1980 Act remains in force till replaced by whatever formula eventually emerges from the 1988 Act. The protesters have been badly advised by some of Mr Baker's political friends and the use of their own children as campaign fodder was particularly misguided. All available reports suggest their fears that the children would suffer by being members of a small white minority were misplaced. They were, however, perfectly entitled to express a preference as to which school their children should attend, and the local authority should work hard to give them their first, choice. As soon as this group stopped trying to force the issue against the law, the negotiations of suitable alternatives could begin in earnest.

The irony is all the greater because Headfield is a Church of England school which may have now no white, non-Muslim, children at all. The whole episode has a nasty smell of racism about it, with parents' quite reasonable concerns being exploited by prejudice and ignorance.

As to the future, Mr Baker's open enrolment clause will only shift the boundary of this problem, it will not remove it. The Secondary Heads' response is very much to the point on all this. The 1979 limits on size may prove difficult to operate - many places which have been taken out of use since 1979 cannot easily or sensibly be reinstated - and a wholesale increase in class size in popular schools would be

highly unpopular. Admission limits will still have to be set, and there will still be occasions when children are refused entry and parents clamour for the Secretary of State to intervene.

If Dawsbury is any guide, this will increase ethnic segregation and this cannot be socially or educationally desirable. It will encourage those among the Muslim community who already want to start their own schools, and discourage those - probably a majority till now - who have resisted segregation because they want to participate fully in the English educational tradition. Without advocating forced integration or bussing on American lines, many people will see this as a thoroughly retrogressive development. Mr Baker's "open enrolment" proposals will now be looked at with renewed care for their race relations impact. A Government which professes special interest in rescuing the inner cities from decay and disaster should make sure it knows exactly what Mr Baker is up to.

So it's back to work again and the beginning of another year - the first since the imposition of the Baker contract (page 18). One prophecy is that this will eliminate "voluntary" and "out of school" activities; that school plays and competitive team games will become things of the past except in independent schools; that teachers will count their 1,265 hours and get hoarse if asked to do more; that heads will walk softly and carry a big stick.

In practice it won't be as bad as this - though anything might happen in the first year. But it certainly won't help Mr Baker win the teachers' whole-hearted support. This is not particularly serious for him, personally; no doubt two years from now he will have moved on to new fields of political endeavour, leaving someone else to sort out the mess. But it will be devastating for the schools and the hopes invested in them.

COMMENT

Can FE get it right?

The HMI's have a wide brief. Like Satan in the book of Job, they return to the Department of Education and Science at intervals "from going to and fro on the earth and from walking up and down in it" to report on the height and depth of pedagogic performance. One of these perustrations has now taken an HMI to Sainsbury's (page 16).

Forest. Mr John Kelly, principal careers officer for the Forest, is preparing for action in the cause of peace. It should be of particular

What the report has to say about the FE contribution to Sainsbury's model YTS scheme is not encouraging. Some of the criticisms of FE are basic - irrelevant, boring, incoherent with uneven standards - but others reflect the absence of a clear idea of what "education" might be appropriate to the retail trade generally, not just one prominent (and admirable) company. The report is singularly unhelpful on this issue, and on the related question of how Britain could follow Germany's example and create an effective way of taking collective decisions on such matters.

Costly gesture

Mr Baker's desire to secure an early place on the busy legislative timetable for his Education Bill is understandable. To impose an October deadline for responses to his plethora of consultative documents was, however, quite unreasonable.

The Association of Metropolitan Authorities is right to protest that many parents have been on holiday, that schools have been shut, and governors and education committees have not met. But this does not mean that the Minister has acted illegally. Sheffield City Council considered court action to test the legality of the curtailed consultative timetable. Its lawyers advised that it would be a waste of time.

The AMA took the matter up. Its legal adviser endorsed his colleagues in Sheffield. Despite this advice, the AMA has decided to get Counsel's opinion.

Counsel will charge for his services. He will undoubtedly advise that no action be taken. Using ratepayers' money in this way is the sort of gesture, politics that has fuelled Conservative, and public hostility to local authorities. Mr Baker's proposals have got to be detailed on their merits. Legal delaying tactics did not do the GLC



IT at the crossroads

Now is the time for direction and clear guidelines on computers and information technology in the curriculum. That is the message of Eric Deeson's article on the current state of computing in schools (page 39). It is also the reason for *The TES's* new weekly Computers/IT page which starts today. Computing has acquired a vast range of applications in the classroom. No longer a subject just for the computer buff, it is a rapidly-growing area which all teachers are advised to keep up with. As Kenneth Baker said earlier this year when he announced a £19 million boost for IT in schools and further education, "information technology has already shown its potential to improve the education of school pupils in most subjects".

The push from the Department of Education and Science is for IT across the curriculum, and educational support grants are currently available for additional hardware and advisory teachers. But as the technology develops to embrace anything from a simple word-processing program for the primary school child to the latest micro-electronics for the handicapped

communications, the question of what to purchase becomes more complicated. Schools stick with established micros like the RM or go for the new 32-bit Archimedes from Acorn? Or should they acquire a range of different micros and peripherals that they can adapt to their needs?

Then there are the longer-term questions of computer languages, teacher training and investment in the latest technology. Should I.e.a.s. be acquiring Domesday, the BBC's advanced interactive video system, or will the DTI back one of the simpler systems currently being tried out by IVIS, the Interactive Video in Schools Project?

The Computers/IT page will address these issues and will keep the ordinary subject teacher up to date with news and features on government policy and classroom practice, and reviews of the latest developments in hardware and software. Watch this space.

no comment

"Regarding smoking and drinking patterns, it was found that truants smoked on average more cigarettes per day than non-smokers did."

From a paper on truancy presented to the British Educational Research Association conference.

Second opinion

Parent power comes under state control

Education is a personal thing, or not education. It succeeds or fails individuals, not with systems. Understanding has hitherto informed the law and administration of education, making it the most rational of all public services.

The Education Act 1944 says that the education of each child is to be suited to his age, ability and aptitude. The duty to see that children were so educated was to rest, as the public authorities, but on their parents. In the 1944 schema, then, system - schools, teachers, general authorities, secretaries of state - was to be seen as a service to children and their parents. The authorities bound at least to have regard to (heavily qualified) principle that children were to be educated in accordance with their parents' wishes. The courts confirmed that it was wishes of individual parents, not some parents' collective, that counted. In practice, of course, it was not quite so clear (indeed, it has been trumped down, for example by public examinations) but at least law was benign.

Not for long, however. The "satisfaction document" which the Secretary of State provided for use during August is explicit. It is no longer enough for the local authorities to see that the opportunities offered to all pupils are "as wide as desirable in view of their different ages, abilities and aptitudes" - helping individual parents to fit their duty. The opportunities, it is now said, will have to be "as wide as the national curriculum". The responsibility of governors for the curriculum will be abolished. Their only duty will be to secure the implementation of the national curriculum. In future, it will be hard to start an independent school which does not follow the national curriculum and the consultation document hints of a hint of a new, existing independent school.

It is characteristic of a totalitarian society that it allows no rival to its orthodoxy and in this case every aspect of the lives of its citizens is to be controlled. It abolishes all centres of independent responsibility and allows nothing to be done without approval. It comes, even - and especially - the lives of children. It undermines, if it does not destroy, all these actions are taken in the consultation document.

Forty years ago, people began to understand the risk of totalitarianism. The 1944 Act created a national system of education rooted in the responsibility of parents for their children. It distributed power, its duties in education apply and widely, and it was a national curriculum. Above all, it gave the Secretary of State limited powers of regulation, inspection, arbitration and appeal, which he could plausibly exercise for which he could reasonably be held to account.

This system placed upon the Secretary of State the responsibility for dictation, direction and control, for leadership. It required him to be the people, to recognize not only that talent is widespread but that it comes in infinite varieties. It asked him to understand children and education. Education works best when children are treated as individuals, not as circus animals, trained in routine, pitched to be filled by Gargantuan, inert knowledge by the impersonal state. A national curriculum is only for a nation of helots.

Let us have none of it.

Tyrell Burgess is professor of philosophy of social institutions at North East London Polytechnic.

NEWS

The debate over Mr Baker's planned education reforms gathered momentum this week as the end of the consultation period approached.

His proposals received the expected condemnation from the Labour-controlled Association of Metropolitan Authorities and the National Union of Teachers.

But - perhaps more significantly - they aroused the ire of the Secondary Heads Association, whose members will be largely responsible for delivering

the changes. And the plan to devolve spending powers to schools was attacked by Dr David Muffett, Conservative chairman of Hereford and Worcestershire's education committee.

The deadline for consultation papers - on open enrolment and local financial management - expires next week. Consultation on allowing individual schools to opt out of I.e.a. control and on the national curriculum finishes at the end of the month.

Critics of Tory reforms marshal their arguments

by Barry Hugill and James Meikle

The Labour-dominated Association of Metropolitan Authorities is considering taking Mr Kenneth Baker to court because of his alleged failure to allow sufficient time for consultation over the proposed Education Bill.

The association's legal adviser has warned that court action is unlikely to be successful. Mr Baker has issued five consecutive documents since July. He has asked for comments by the end of this month or early October. Critics say that this is a ridiculously short period especially as schools have been shut and many parents have been on holiday.

Sheffield city council initially considered court action against the Minister but lawyers advised against it. The council subsequently asked the AMA to take up the matter.

Despite the advice from its own lawyers the AMA is to seek guidance from a QC. Mr Neil Fletcher, chairman of the association's education committee, said on Tuesday that this would cost only a few hundred pounds. Mr Keith Axon, the Conservative spokesman on the committee, said that it was a "total waste of money". The association has also told Mr Baker to "keep his hands off" I.e.a. advisers and inspectors. There is speculation that the Minister will ask them to monitor the national curriculum because the task would be too great for HM Inspectorate alone.

The AMA insists, however, that I.e.a. advisers and inspectors are local authority employees responsible to town and county halls, not the DES. The association will resist any attempt by Mr Baker to "nationalize" local advisory services.

In its responses to the various consultative documents, the AMA has severely criticised almost all aspects of Mr Baker's plans.

The Conservative members have joined with Labour to express strong reservations on opting-out and open enrolment. The essence of their criticism is that the Government proposals

will make it very difficult for I.e.a.s to manage effectively the education service. On the proposed national curriculum the association has a host of objections although it is not opposed to the idea "in principle". It is also opposed to benchmark testing and unhappy that the city technology colleges will not be bound by the national curriculum.

The Association of County Councils' education committee will meet at the end of the month to formulate its response. Papers prepared by officers

in response to the DES consultation paper on admission of pupils, the union says the long-term consequence of filling "popular" schools to capacity will be less choice as less popular schools become vulnerable to closure because of falling numbers.

The critics of changed admission limits hinge on doubts over the ability of popular schools to deliver a broad curriculum with adequately qualified staff, fears of falling standards in terms of space, classrooms, laboratories, workshops and playing fields, and on the risk potential for making deprived areas even worse off.

Some schools suffering from falling rolls could be forced to close, despite not being "bad schools". There was also the prospect of authorities having to build expensive smaller schools a short time after closing the others.

The union argues that the "popularity" of schools could depend on considerations that have nothing to do with education but on parents knowing how to manipulate the system. "This process would inevitably lead to unequal distribution of ability intakes between schools depending on the type of area, income and aptitude of parents."

The implication that governors alone can appoint heads and other teachers, without the proper weight of experienced professional opinion, is unacceptable according to the union.

How the changes will affect both left and right-wing I.e.a.s, see pages 12 and 13.



Miscalculated move? Experts have challenged Government views on maths assessment

Bench-mark tests 'pointless'

The controversy over Government plans for age-related testing will be heightened by the publication of an independent study, firmly against national written tests in maths.

The study, which was commissioned by the Department of Education and Science, opposes the use of tests for 11-year-olds and raises questions about maths testing at around the ages of seven and 14.

Dr Margaret Brown, joint director of a research team at London's King's College and a member of Mr Kenneth Baker's national curriculum maths working group, said a national maths test would be pointless.

Sparking on London Weekend Television's *Educating Britain* programme last weekend, she said: "We've really decided that the only possible sort of test that could be easily implemented on a wide scale would be a written test and we're fairly clear that there's very little educational value in written tests."

Dr Brown, whose research team was commissioned by Sir Keith Joseph to look at the feasibility of maths assessment and attainment targets at 11, said national written tests in maths could encourage "teaching to the test" and disadvantage some children.

CONNECTIONS

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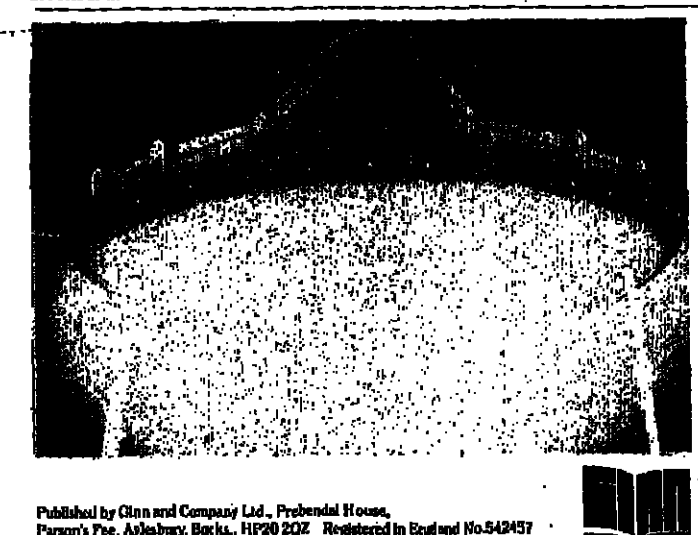
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PLATFORM

The education service now has less than three weeks in which to respond to Kenneth Baker's national curriculum proposals. Here, Dr David Hargreaves identifies the issues to focus on and suggests an agenda. The debate will continue in *The TES* during the coming weeks

Getting the mixture right

Nowadays I rarely meet a teacher who does not subscribe to the view that all pupils should, between the ages of 5 and 16, follow a broad and balanced curriculum. This is a measure of the success of the debate about the school curriculum over the last decade: there is a consensus about the general principle. Is it therefore necessary for central government to introduce a national curriculum? I believe it is.

First, the general commitment to a broad and balanced curriculum for all has not been turned into a practical reality in many schools. In too many it is easy to find pupils whose curriculum is neither broad nor balanced: elaborate option schemes with a very small core still abound for fourth and fifth years.

Second, the consensus is only skin deep. There is considerable disagreement about which subjects should be in the compulsory curriculum and even more about the time that should be allocated to each. Third, local education authorities under pressure from central government began to develop appropriate curriculum policies but they have failed to come to the collective agreement which could have been the basis for a voluntary national curriculum.

But to concede that a national curriculum is desirable and necessary is not to concur wholeheartedly with the Secretary of State's specific proposals. Here are some of the issues which I believe ought to be debated, as fully as possible in the short time allowed, if we are to generate a worth-while national curriculum that avoids some of the many dangers inherent in this centralist initiative.

Will the national curriculum contain what it should?

The Secretary of State says that he does not wish to prescribe in the legislation how much time should be allocated to each compulsory subject, but his "illustration" covers 75 to 85 per cent of available time, depending on how much time is given to science and religious education has to be added to this.

The commitment to science for all is applauded. But if it is to be "balanced" science in secondary schools, then it will need 20 per cent rather than 10 per cent of curriculum time, and this will reduce the time available for options. I welcome the compulsory "technology" which is never defined, but one trusts it will include craft, design and technology and/or computer education. But will there be enough qualified primary and secondary teachers for this ambitious programme?

The arts are given short shrift: drama, dance, film and media studies seem likely to become the poorest of poor relations. Ten per cent is too little for a balanced education in the arts. Teachers of the arts may well pay a severe penalty for their failure to promote "balanced arts" to match the co-operative approach of science teachers.

Other subjects, such as home economics, health education, economics and careers education, will be marginalised. No Secretary of State could get the curriculum going into the table without very easily, but the "illustration" does not look very flexible.

Will the curriculum have the right structure?

The guidance is largely couched in terms of the conventional disciplines or subjects and potentially opens up a fierce battle for time (and resources), especially in secondary schools, and in consequence a perceived hierarchy of importance. This may well weaken some of the most recent imaginative curriculum development, mainly school-based, on modular structures with their potential for cross-disciplinary work and for movement away from the conventional secondary school timetable.

Since attainment targets are subject-based, there will be pressure against much recent innovation, which was drawing many schools closer to the best further education practice and developments arising out of the Certificate of Pre-Vocational Education and the Technical and Vocational Education Initiative. Ironically, this will weaken, not strengthen, progression and continuity into post-16 education.

It might also weaken some of the best schemes of integrated primary education. Indeed, the consultative paper has obviously been drafted by those who have little knowledge or understanding of the primary curriculum, for which, thankfully perhaps, no consultation is envisaged.

Will it have the right conception of achievement?

This is impossible to predict at present, but there is a real danger, because of the testing programme at 7, 11, 14 and 16, that there will be a simple reversion to a focus on content, rather than processes and skills, on memorization of facts and propositional knowledge, and on written forms of communication.

The wider one's conception of achievement, the more costly it will be to test. Can we be confident that the potentially huge costs of the testing programme will be sufficiently generous to include what most of us now consider to be an appropriate conception of achievement in a system that is comprehensive from 5-16? Given that the results of the tests are to be made public, at the level of the individual school and the I.C.S., how soon will it be before teachers are teaching to the tests? What will the effects be if the tests are relatively crude measures of achievement narrowly defined?

In its recent report on education in West Germany, HMI note that, in spite of high levels of achievement, German pupils have relatively few opportunities for practical, observational and investigative activities. May

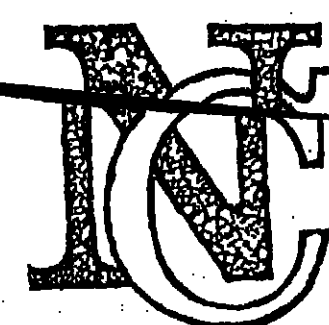
schemes of graded assessment. We have moved far from the original plans for simple graded tests to schemes which reflect considerable advances in curriculum planning as well as methods of assessment.

When pupils can progress not in relation to predetermined "norms" but to their ability and achievement within a context of high teacher expectations and can accumulate the credits, motivation is enhanced. Will the scheme for national testing reflect this? I am optimistic that the subject working groups and the task group on assessment and testing will not ignore these gains.

It may be significant that in West Germany, where the teachers are trusted professionals with high status and salaries, the investment has been not in an expensive examinations and testing industry, but in improving the teachers' own capacities in the field of assessment. This is worthy of emulation surely?

Will the proposals make schools more accountable?

Yes, in the sense that parents will know more about the curriculum than most now do, and they will have the



OPEN FORUM

Next week *the TES* will devote four pages to the views of headteachers, education officers and other curriculum experts

we not be putting at risk one of the burgeoning strengths of our own system?

Will the system of targets improve levels of achievement?

This may well result, especially in schools (and they exist) where neither teachers nor pupils have clear and explicit targets to aim at. But there is a danger that we shall be reclassifying children according to the targets they reach - a 7 plus and 14 plus and revised 11 plus as well as a 16 plus. This might lower teachers' expectations of some pupils rather than raising them as the Secretary of State hopes, and he is right that higher expectations are crucial to improved achievement. Would not some schools consider that rigid streaming is the appropriate new form of organization, thus resurrecting old barriers to equality of opportunity?

I certainly wonder whether sufficient account will be taken of the advantages arising from the emerging

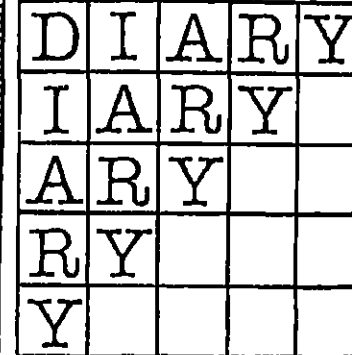
results of their child's performance in the nationally prescribed tests, as well as those of the class, the school and the I.C.S.? Whether or not parents will set these results within the more holistic account of the child's regular reports from teachers is another matter.

Will there soon be "league tables" of the different performances of schools and I.C.S.s? Will the effect be to raise the levels of the lowest performing? Will the league tables be just? Will they, as surely they should, also be adjusted to take account of the characteristics of the school's intake? If not, 11 plus will lead to a movement of some children towards higher scoring schools, with inadequate justification? Will this stimulate a movement towards private education?

This last question is an important one when we remember that independent schools will not be required to follow the national curriculum or to apply the national tests - and this breathtaking exclusion of private schools violates the claim that the curriculum is a national one.



The commitment to science for all has been applauded but the arts seem set to become the poorest of poor relations



Nosing ahead

Earlier this year I had an interesting answer from Mr Walter Ulrich to a question I posed when he was about to retire as deputy secretary at the Department of Education and Science: What was he going to do with his spare time?

"Oh I'm looking around for the odd £80,000-a-year directorship," he cheerfully stated.

I made a note of that reply because a senior former Labour MP had told me that Mr Ulrich was *persona non grata* with the shape who go around offering £80,000 sinecures to ex-man-darins.

During his 10 years as number two at the DES, he gained a reputation as the sort of civil servant who got up the nostrils of Mrs Thatcher. He was always considered a little odd in that he consistently supported comprehensive schools, even sending his own child to a state school - not the done thing in the upper echelons of Whitehall.

I mention this because I have just discovered that Mr Ulrich has been hired by the Inner London Education Authority to conduct an investigation into asbestos at a Southwark primary school.

Midday rumination

They have a funny way of doing things in Leicestershire. Some officer had the bright idea of paying sixth-formers to supervise the younger pupils during lunch breaks. Labour and Alliance councillors joined forces to out-vote the Tories on the hung council and the proposal was lost.

In other local authorities, that would be that, but not in Leicestershire. We will almost certainly be looking at the idea again, an official told me.

I asked him to explain. "Don't you know about the five-member motion?" No, I did not, and I suspect that few of you do either. It works like this. If any five councillors don't like a decision taken by a "lower" committee (like education), they can insist that it be discussed again at a "higher" one (the full council).

It sounds daft because it makes "lower" committees redundant. They might as well abolish them and just have full council meetings. With the savings they could pay teachers to supervise and leave the sixth-formers to get on with studying.

Honour bound

Spare a thought for Tony Miller, West Midlands executive member of the National Union of Teachers, who may pay for proving there is still honour in teacher union politics.

He won his seat on the executive when his predecessor, Mr Gordon Green, went on to higher things - promising, perhaps really, to vacate it when Mr Green's NUT presidential round came to an end. As it was thought Mr Green might secure a full-time union appointment, it appeared Tony would never have to keep his promise. But sadly no posts fell vacant and now he has.

All was not lost, though. As an active member of the union's Broad Left, he secured their backing for this year's election for the presidency.

Or has he? The Broad Left is supporting three candidates for two places, and rumour has it equally conscious members are pressing for the other two as they are women.

Acronym

Dr Hargreaves is chief inspector of the Inner London Education Authority. The views expressed are entirely personal to him.

NEWS



Protesting parents were turned away by the head, Gordon Hirst (inset)

Jeremy Sutcliffe looks at the issues behind the row in Kirklees this week where parents refused to send their children to a school with a predominantly Asian intake

Flashpoint for parental choice

A little over a week ago, on September 2, a determined band of white parents led 26 children into Overthorpe junior school in Dewsbury, West Yorkshire. In doing so, they walked into the eye of a storm which has been brewing for decades.

They were allowed into an empty classroom by the head, Mr Gordon Hirst, who immediately contacted Kirklees's principal education officer, Mr Ian McWilliam. Under orders, the head told the protesters and their children to leave.

Minutes later, the expelled parents resumed their protest in the school playground, waving placards and pledging to continue their action until their children were allowed admission.

It was hardly an auspicious start to the new term. For the school's head of long standing, Mr Hirst, who knows personally many of the parents he turned away, it was a particularly sad occurrence, leaving him caught in the middle of a controversy which mixes the issues of politics, parents' rights and, inevitably, allegations of racism.

It all began when Kirklees education committee turned down requests from the parents of 39, mostly white, children for places at Overthorpe. Instead, they were offered a place at Headfield middle school, where 85 per cent of the pupils are of Asian descent. They were also offered the alternative of several other schools in the area.

They appealed, and 13 of the children were subsequently offered places at Overthorpe. The remaining parents were thus bound, under the terms of the 1980 Education Act (sections 6 and 7), to accept one of the alternatives.

They have been disappointed by the Education Secretary's refusal to intervene as it appears to have undermined their chances of reversing the authority's decision.

In making his decision, Mr Kenneth Baker said his scope for intervention was limited. Although empowered to act under section 68 of the Education Act 1944 if he believed an authority was acting unreasonably, and section 99 if it were in breach of a statutory duty, he concluded: "I can see no grounds for concluding that the authority has acted unreasonably in the strict sense that the Courts have interpreted the word, that is to say in a way which no sensible authority acting with due appreciation of its responsibilities could decide to act."

He also concluded that the authority acted in accordance with its prescribed admissions and appeals procedures.

The way is still open for the parents to make a further appeal, by seeking judicial review, but it seems unlikely they will succeed.

But the issue does not end there; indeed, it may just be beginning. The Dewsbury case, which comes only weeks after the Government issued its consultation document on "open enrolment", promises to be the first of a series of playground protests from parents demanding unfettered choice of schools for their children.

Significantly, for areas like Headfield's catchment area, the legislation being planned by Mr Baker could be the final part of a racial polarization which has been gathering pace in some inner city schools for decades. In the Headfield catchment area,

immigrants mainly from India, Pakistan and Bangladesh settled during the late 1950s and 1960s to fill labour shortages in Dewsbury's then flourishing textile mills.

At the same time, substantial numbers of white families moved out to surrounding suburbs, gradually producing areas where the community was overwhelmingly Asian.

It was to avoid fears of overwhelmingly black or Asian "ghetto" schools that the Conservative Education Secretary, Sir Edward Boyle, in the early 1960s introduced the policy of "bussing" children out of their own area if the indigenous population fell below two-thirds.

But the policy proved controversial. After being carried out for several years in such areas as Bradford and Ealing, it was outlawed in 1968.

Since then schools have sprung up in which ethnic minorities have become majorities: in some cases, virtually 100 per cent Asian or black.

This has happened in the case of two of the three primaries which feed Headfield and Overthorpe middle schools. The third primary is overwhelmingly white and many children go from there to the predominantly white Overthorpe school.

Most of the parents of the 26 children are working class and, like the local Asian community, have to put up with relatively high unemployment, deteriorating housing and other symptoms of inner city decay.

Local vicar and chairman of Headfield's governing body, Father Russell Ashworth, has lost 70 per cent of his congregation, many of them white, in recent years.

Not surprisingly against this background, tensions have developed. Stories have been spread about Headfield school (for example, that it does not celebrate Christmas, and children make chapatis on Shrove Tuesday).

'If white and Asian children do not mix, that would be a tragedy'

Instead of pancakes) which have brought counter accusations of racism. These have been denied by the school, the I.C.S., and the local diocesan board, who say multicultural education, including the teaching of Christianity, is provided in the same way as most state schools.

The allegation that their motives are racist are denied by the parents, who say their objections to Headfield are cultural, not racial.

But whatever motivates their protest, it is clear that by promising "consumer choice" to parents, Mr Baker has unleashed powerful forces which could lead to conflict.

More significantly, the open enrolment policy of compelling schools to recruit to their physical capacity, which I.C.S.s have already condemned as inefficient and expensive, could lead to a massive increase in black-only, Asian-only, and white-only schools.

It is this potential spread of racial segregation, ostensibly in the name of parental choice, that is now worrying many educationists.

Already, predictably, politicians and the media are jumping on the bandwagon, and racialist rhetoric

have taken sides. Mr Ray Honeyford, the Bradford headteacher who opposed his authority's multicultural initiatives, has cited the case as a reason to allow parents of denominations other than Christianity to set up their own schools.

This view is shared by separatist groups within the Muslim community. Mr Rizaz Shaid, secretary of the Bradford-based Muslim Parents' Association, has sympathized with the Overthorpe parents. "Our children are at the same disadvantage because the state system makes no provision for Islamic teaching or our moral way of life, our culture or our heritage," he

said. But other Asian organizations, including the influential Council for Mosques, which represents 33 Muslim groups in the Bradford area, support multiracial education. "If white parents do not wish to mix with Asians, and Asians do not wish to mix with white children that would be a tragedy," Mr Faquir Mohammad, its general secretary, said.

Whether that will be one outcome of Mr Baker's new policy remains to be seen, but the Dewsbury case is an important signpost for those who do not wish to go down the road of segregated schooling.

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PRIMARY

Baker joins village tug-of-war contest

by Sarah Bayliss

A three-teacher school in Devon is the unlikely setting for an important test of parents' and governors' growing power.

The battle is over the appointment of a redeployed teacher to the reception class at Burtlescombe Church of England primary school near Tiverton.

Drawn up on one side, supporting the appointment, is the chief education officer, Mr Joslyn Owen, and his primary advisers. The governors interviewed the teacher, Mrs Josephine Baron, and agreed to her appointment, but claim they were "brow-beaten" by an adviser into accepting a teacher they didn't want.

The governors are supported by a parents' action committee which was formed in the spring following the county's refusal to reappoint their favoured "candidate", a probationer who had been on a temporary contract.

They have been busy lobbying county councillors. But now they have been joined by none other than Mr Kenneth Baker who stepped into the fray the day before term started, stating that Devon had acted unreasonably.

Last week a letter from his advisers directed the county's chief executive to "bring to an end the proposed redeployment of Mrs Josephine Baron".

The penultimate paragraph warns the authority about using powers it has under the Education Act which allow the county to require that a vacancy is filled and that a person nominated by the county fills it.

"In the exercise of any of their powers," says the letter, "the Secret-



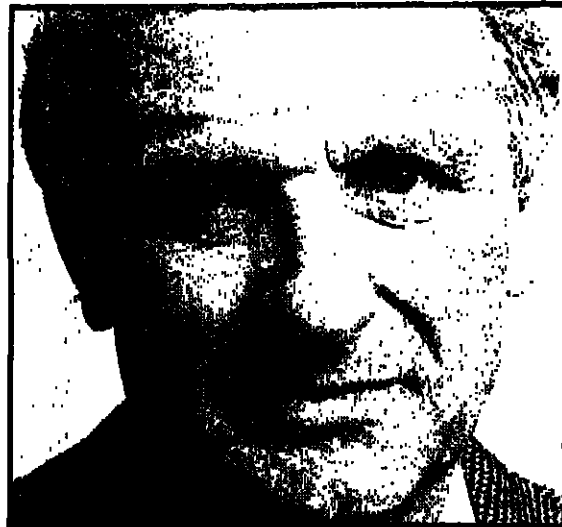
Kenneth Baker: supporting the governors

ary of State expects the council to give full and proper weight to all the views of the governors of that school and, where appropriate, the headmistress of that school."

This week Mr Owen said he had no intention of disobeying the DES directive. Mrs Baron was still on the staff of the Heathcoat First School in Tiverton and a supply teacher was covering the reception class at nearby Burtlescombe.

However, he added that on September 29, at a full meeting of the education committee, he would explain the "old-fashioned articles of government" and ask whether or not councillors wanted to use them to appoint Mrs Baron.

So far this year his administration



Joslyn Owen: in the opposite camp

had redeployed 167 out of 190 teachers who were considered surplus; in some cases they had been nominated to a school by the authority and the governors had not been consulted.

"We've been in big financial trouble over staffing," Mr Owen said.

He added that Mrs Baron's teaching record showed nothing to her detriment and that the only objection he knew of which had been raised by the Burtlescombe governors was that she hadn't had sufficient experience with very young children. Prior to volunteering for redeployment Mrs Baron had been teaching six to nine-year-olds.

Mrs Ann Walter, a local JP and chairman of governors at the school, told *The TES* this week she was

appointed with the adviser. She says they were told that the county would appoint over their heads or send a secondary school teacher to the reception class.

"It sounds ridiculous in retrospect but we had been so brow-beaten we felt that recommending this candidate was the lesser of two evils."

The next day Mrs Walter wrote to Mr Owen saying she could not "condone what had happened" and she did not want the appointment confirmed by the county.

Mr Owen says he received the letter but several days later wrote to Mrs Baron offering her the job. It is that action that has been deemed unreasonable by the Secretary of State.

"It's my old-fashioned bit coming out," Mr Owen explained. "I think when you offer someone something and they accept, that's it - isn't it?"

Mrs Walter subsequently took the case to Mr Robin Maxwell-Hyslop, Conservative MP for Tiverton, who referred it to the Attorney-General, Sir Patrick Mayhew, saying that it was a case for judicial review. Sir Patrick said to have found a case to answer but referred it to the Education Secretary.

Meanwhile, in Burtlescombe this week, Mrs Renna Todd, chair of the parents' action committee, said: "There will be outrage down here if they appoint over our heads."

Some children in the reception class have had six different teachers over an 18-month period but under the temporary probationer there had been stability and a "noticeable improvement" in children's learning.

Mrs Baron told *The TES* she was not available for comment.

Move to withdraw race book prompts DES censor fear

by Diane Spencer

Inspectors and advisers are worried about censorship following the Department of Education and Science's request to the Inner London Education Authority last week to withdraw an anti-racist book from primary schools.

Mr Maurice Gifford, general secretary of the National Association of Inspectors and Educational Advisers, said: "Any form of censorship is dangerous whether it is exercised by governments or any other body able to influence matters in this way."

DES officials asked the ILA to recommend to heads that the book, *How racism came to Britain*, written and published by the left wing Institute of Race Relations, should not be used in schools.

The ILA says the book was not on its approved list, but it was up to heads to decide on its use.

Mr Ambalvaner Sivanandan, director of the IRR, said he was not surprised by the department's action. "It is what one expects from the Tory Government. When the 1986 Education Act was passed we knew that any dissenting view would be censored."

The book, a sequel to two others on racism published at the time of the Rampton (subsequently the Swann) committee, had sold "in hundreds, not

Primary Index

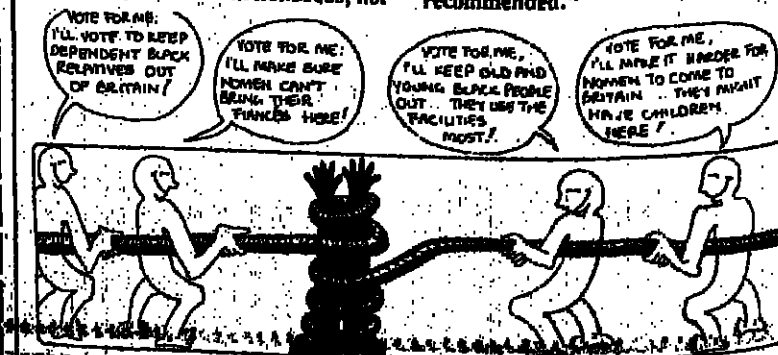
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thousands", he added. "Our sales indicate that it was never prescribed by the ILA."

How racism came to Britain, a cartoon book for primary children, aims to tell Britain's colonial history from a black perspective. It was strongly criticized by right wing Conservatives when it was published.

Mr Tom Hastie, a former history teacher and Labour Party supporter, attacked the book as "an extremely simplistic caricature of the past which is a travesty of the truth". In *Anti-racism - an assault on education and values* (The Sherwood Press, 1986).

An ILA inspector said this week that the book was "unattractive" as it was a "polemical and crude strip cartoon". But he was concerned about the wider issue of censorship. "It was not as though the book had been recommended."



NEWS

Michael Stoten, the new chief education officer of London's most strife-torn borough, tells Barry Hugill how he is tackling his formidable assignment

Brent's counsel

I began by asking Mr Stoten if he was mad.

It was not an impolite question. Some months ago, before he took up his appointment in Brent, I spent a pleasant evening in the company of a number of youngish education officers. All were ambitious and there was much talk about job vacancies. We touched on Brent and there was unanimity that only a lunatic would apply.

"Maybe I do need my head examining - I thought long and hard before deciding to come here," replied the former assistant director of education for Coventry. "I suppose that I wanted to test myself and Brent will do just that."

Everyone knows about Brent. About Miss McGoldrick, the teacher shortage, the "loony left" council, the damning (in some parts) HMI report of earlier this year. Was it, is it, all true?

Not for one minute did I anticipate a comment on the McGoldrick case or the political complexion of the council and I didn't get one. But on HMI he was forthcoming. "I accept what they said."

Now given that they had said that education in Brent was pretty lousy this was an interesting admission. Would he please elaborate?

He did and we chatted about the quality of education on offer in primary schools. HMI said it was "flat", with low teacher expectation of pupils. Mr Stoten was not sure that this was absolutely fair because he has visited a number of schools and has been impressed by the teachers.

However, a major problem, identified by the inspectorate, was lack of suitably qualified teachers. Although Brent had an excellent pupil-teacher ratio many of the teachers were in the wrong place and teaching the wrong subject.

Mr Stoten said that this was no longer the case in the primary sector. "We have created a special task force of officers charged with recruiting teachers. They have done this by making links with the colleges and conducting interviews there rather than at the office. And we have recruited from all over England, Wales, Scotland and Ireland. We no longer have vacancies."

It was not true, he continued, as the press would have people believe, that

teachers are deserting the borough. "We have examined the figures and our turnover rate, about 16 per cent, is no worse, and in some cases better, than the other London authorities."

There are still problems. Teachers are not getting paid, or getting paid late, or receiving the wrong amount. Many of the new recruits are in temporary accommodation. What was he going to do?

These are administrative problems that should not arise, he said. Teachers should always be paid on time. The administration of Brent is a mess and it will take a while to sort out. Sorting it out is what he intends to do.

The administrative problems are made worse by a lack of staff. Mr Stoten is short of three deputy education officers and does not have enough assistant education officers. The problems are at their worst in the section dealing with teaching staff.

The building in which the education department is based could also be better. "I don't want a posh office suite for myself but this is a depressing place

for the public to come to and one of our jobs is to be more welcoming to the community."

He is right. I experienced some difficulty in getting to his office because of the exceedingly long queue - winding its way out of the reception down a flight of stairs - of youngsters making enquiries about their 1987/88 maintenance awards.

There were hundreds of them and only one, overworked, young man to deal with them. I pulled rank and pushed my way to the front but I think that if I had been a 17-year-old, or a parent, I might have gone home in disgust.

We turned to the events in Dewsbury. "Of course it could happen here. I am sure we shall see it repeated in other parts of the country."

The Dewsbury parents are worried about the "cultural" changes brought about in schools when the majority of pupils are not white. Brent had received a great deal of very bad publicity over its plan to send in teams of "race advisers" to ensure that the



Michael Stoten: wants maximum community involvement

curriculum accurately reflects the multicultural intake of schools. How had the advisers been received?

"We have budgeted for 78 advisers and 55 are now in post. We are getting a very positive response now that heads understand better what they are doing. Remember that the reporting about them in the papers was scandalous and people got the wrong idea."

With luck, and good management, he will avoid a Dewsbury but how would he cope with a school wanting to opt out of the local authority under Mr Baker's proposed law? It is not secret that the Minister would be delighted to see parents in left-leaning L.E.A.s going it alone. Was he worried?

"Of course I am. Apart from anything else we are beginning on a secondary reorganization programme and any school opting out would be a real blow."

He thinks, perhaps "hopes" is a better word, that by involving the community more directly in schools they will see the value of remaining with the local authority. He says that there is a fallacy that greater parental involvement means more parents on governing bodies or attending meetings.

"But it is much more than that. It is about making the school and the community part of a whole. In Brent we want maximum involvement."

It's some task but he is confident it can be done. Brent has a long, bloody history but in his few months in the job he has had a number of meetings with the teacher unions, with heads and with individual teachers and he believes that they are going to be able to work together.

Before I leave he tells me a story. At the Council of Local Education Authorities conference in July he sat next to his acting predecessor, Dinah Tuck. "Half way through a debate she looked at her watch and said to me 'do you realize it's within a minute of the time a year ago when I got a telephone call about a Miss McGoldrick'."

That incident was an unprecedented disaster for Brent, he says. He is determined nothing like it will happen again.

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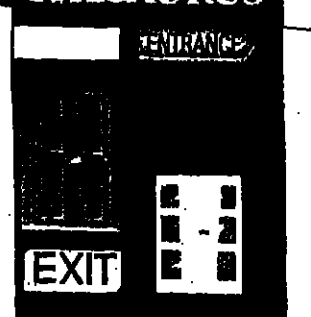
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Jarvis decries Tory attack on local government

Teachers' leader Fred Jarvis put the profession squarely in the forefront of trade union opposition to the Government as he opened the TUC Congress on Monday.

The retiring TUC president said the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers upheld the finest traditions of the movement in their struggle "to defend the education system and to win justice for the children and teachers".

Mr Jarvis, general secretary of the National Union of Teachers, said the Government's education plans would continue the process of dismantling protection for the weaker members of society. "The proposed break-up of the public education system will do nothing to help the least able children, or those from disadvantaged homes or even those of average ability."

He accused the Government of launching a vicious attack on local government, which "stands beside us as the objects of the Government's hatred".

Despite Mr Jarvis' speech, though, there was no dispelling the impression

TUC

James Meikle and Mark Jackson report from this year's Trades Union Congress in Blackpool

that the teachers and their unions still remain fringe members of the brotherhood. Conference responded far more warmly to demands from health visitors and dinner ladies for the restoration of a comprehensive school meals service than the call to protect the comprehensive education system.

Undoubtedly, the teachers' own lack of unity, unique in the TUC, has contributed to their continuing failure to spark emotional solidarity from the rank and file in other unions.

Mr Jarvis seemed to be regarded as an avuncular schoolmaster by other trade union figures (even though his whole career has been devoted to the union movement and he has never taught).

His general council colleague, John Edmonds, of the GMB, the general workers' union, could therefore poke fun at his dozing off during a speech by Norman Fowler, the Employment Secretary, and during a contribution from Norman Willis, general secretary of the TUC.

The distance that the teachers still have to travel was, however, illustrated by the absence of any fringe meeting organized by the Education Alliance, the amalgam of unionists and educational pressure groups that is meant to promote awareness of education at the grass roots. In this year of the Government's schools revolution, there were apparently doubts about the strength of attendance.



John Edmonds ribbed the TUC president for dozing off



Presidential briefing: Fred Jarvis receives some advice from TUC general secretary Norman Willis after taking the chair at this year's Congress.

Training is union task

Government departments face serious skill shortages, especially in the Ministry of Defence, delegates were told.

Ms Jenny Thurston, an official of the Institute of Professional Civil Servants, said although the Civil Service was continuing to train technicians, they were leaving in large numbers. She and speakers from other unions called for training to be put at the top of the unions' agenda.

Mr Barry Davis, of the EETPU, the electricians' union, said it was clear that the unions themselves would have to do something about training because nobody else was taking it seriously enough. He claimed that his own union had signed agreements with electrical contractors in the construction industry which - if reproduced on the same scale throughout the engineering sector - would mean 150,000 apprenticeships in place of this year's total of 7,500.

Illegal child workers exposed to dangers

Thousands of children are being over-worked and under-paid in dangerous jobs that leave them unfit for school, teachers' leaders told the conference.

The National Association of Schoolmasters/Union of Women Teachers demanded that the Government enforce existing employment legislation and provided inspectors to monitor the problem.

Mr Dave Battie, next year's NAS UWT president, said it was difficult to gauge the size of the under-age workforce but it amounted to many tens of thousands of children.

Speaking after a Congress debate on the subject he explained: "We are not talking about the paper round. We are talking of employment that was never intended for children, working with machinery, on farms, in factories, for unsocial and long hours and for extremely low pay."

The educational consequences were dire, he said. Some children did not attend school and when they did they were not fit enough for a full day's learning.

Children wanted the money, parents wanted them to work, and employers were too ready to break the law, but society should now intervene, he said. The Health and Safety Executive said it did not collect statistics for children in illegal employment, partly because many by-laws allowed children to work when accompanied by a parent or guardian.

Deaths on farms are, however, recorded and figures for the years 1975-1986 show that 172 children under 16 were killed while working.

The death rate has caused such concern to the Executive that it has drafted an approved code of practice to be circulated to unions and farmers.

Denial of pay talks 'worse than GCHQ'

Representatives of nine million trade unionists promised teacher unions full support in their campaign to restore negotiating rights after being told that the profession had been treated even worse than GCHQ staff at Cheltenham.

But the Congress commitment to oppose any similar attempts to destroy national pay bargaining may produce few tangible results.

Mr Norman Willis, the TUC general secretary, and other members of the unions' general council, have already lodged protests with Mr Kenneth Baker. But their letters have only elicited a repetition of his pledge to return to some form of negotiating arrangements as soon as possible, hopefully by 1989.

The Government, however, remains unconvinced by proposals for a National Joint Council, favoured both by the largest teacher unions and local authority employers, and endorsed once more by Congress.

The unanimous vote at Congress came after Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers and Mr Doug McAvoy, deputy general secretary of the National Union of Teachers, had put the teachers' case.

Mr Smithies had earlier said that the attack on teacher unions was more serious than the "outrage" perpetrated at GCHQ Cheltenham, where 7,000 civil servants lost their trade union

NUT leader hits out in all directions

Proposals to judge schools by the behaviour of their pupils verged on "thought control", Mr Ian Morgan, president of the National Union of Teachers, claimed during an attack on Government education policy.

Referring to the Department of Education and Science consultation paper which suggests going well beyond a school's academic achievements in measuring its performance, Mr Morgan warned: "It is a short step from an audit of the behaviour of children to the control of the way parents think."

Discussing the Dewsbury school row, he attacked Mr Kenneth Baker for claiming that when the Government's proposals on parental choice became law "the problems that they say they have there would not recur and his legislation would ensure that good schools would prosper."

"This is a gross slur on the good school a few parents are shunning at Headfield in Dewsbury. It can pave the way for cultural apartheid in our towns."

Mr Morgan was launching a debate on a motion which amounted to a catch-all condemnation of Government policy, running to more than 600 words.

It opposed the national curriculum, testing, the "undermining" of local authorities, the proposal for boroughs to opt out of the former London Education Authority, city technology colleges, and a host of other plans for funding and control of schools, and

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NEWS

Sue Surkes reports on last weekend's Human Scale Education conference in Oxford

Trusts 'cheaper' than opting out

Single education trusts set up by groups of schools would be more economic than those envisaged under the Government's proposals for opting out and for local financial management, Mr Tim Brighouse, Oxfordshire's chief education officer, suggested last week.

He told the Human Scale Education Conference at Oxford Polytechnic, they could also be more directly accountable as one parent might be elected as an educational trustee for each electoral ward. Governing body representatives and the county councillor for the area could also become trust members.

Mr Brighouse also unveiled plans for a series of "interest-led" courses for Oxfordshire pupils. He said volunteers would have to commit themselves to a form of distance learning once their courses were over.

The trust idea, which would only operate with the backing of a majority of parents and prospective parents from the area's schools, could be a way of preserving much of the substance of the Government's proposals, Mr Brighouse later told *The TES*. The trusts, if they were ever set up, could provide school education up to 18 and community education, funded in the same way as grant-maintained schools. But such a system would be fairer, he said, as local authorities would be responsible for guaranteeing comparability of standards so avoiding the "ghetto" effect of the Government's proposals.

It could also meet the demands of those who wanted to strengthen local democratic control but who distrusted the current i.e.a. arrangements.

Local authorities might sell those



Scoring high: pupils from small schools often perform better, says Dr Clare Burstall

specialist services which could not be satisfactorily delegated to the trusts.

Basing his conference address on the Government's own notion that pupils should be entitled to the same opportunities, regardless of the school, Mr Brighouse said the interest-led courses, which are due to start in Oxfordshire in pilot form next year, could be held at weekends or during school holidays.

They could act as substitutes for pupils who found school inappropriate, provide support for those who were struggling to keep up with their work, and offer challenges to those who found the pace of school was too slow.

Pupils who volunteered would have to commit themselves to some form of

distance learning once their courses were over. The scheme would make a "powerful contribution to making life-long education in this country a real issue."

Mr Brighouse stressed after the conference that plans were at an early stage although Oxfordshire had agreed to provide £150,000 a year for two or three years for the scheme.

He said he would eventually like to see all county children involved in some form of supported distance learning from the age of 12 or 13. "It would develop the idea of learning on your own."

Dr Clare Burstall, director of the National Foundation for Education Research, told the conference that research evidence linking small

schools to inferior education was "woefully meagre".

"It is precisely because the available evidence is so skimpy that debates on the future of primary education and how best it might be provided in rural areas have tended to become sharply polarized, drawing more on opposing systems of beliefs than on hard data."

She said she had examined all the published reports of three years of HMI visits to schools with 125 pupils or less. None had provided any evidence that small schools were inherently educationally disadvantaged.

"It is not for occasional references to limited space for indoor physical activities, usually in school buildings without their own hall, there would be little to suggest to the reader that the school under discussion was a small one. Much of what is described would be regarded as excellent practice in a school of any size."

Dr Burstall said research in which she was involved on the teaching of French to primary school children had shown that pupils from small schools consistently performed better than those in larger schools, and were still getting higher scores on French tests after two years in secondary school.

There was evidence that pupils in small schools tended to form closer relationships with their teachers and were more responsive to signs of "teacher effort". Other research had pointed to a lack of vandalism, bullying, truancy and indiscipline in village schools.

One of the aims of the Human Scale Education Movement is to rescue small schools from the threat of closure through falling rolls. It has urged the Government not to restrict pupil numbers.

IN BRIEF

Employers put FE pay case

Local authority employers this week tried to promote their pay and conditions package for lecturers at further education colleges as a deadlock in talks continued.

They sent leaflets to councils across the country, inviting college governors to put their case for two-stage pay rises averaging 9.3 per cent in return for flexibility in working arrangements. Meanwhile, the National Association of Teachers in Further and Higher Education, the main union involved, began a ballot of members on one or two-day strikes next month.

There is speculation that employers, in threatening to do money for lecturers snarling up college administration, are playing tough in preparation for making the two-year award, the first part of which was due last April. The lecturers want over 2 per cent for one year.

New union leader

Mr Jim Martin will become the youngest head of a major trade union in Britain when he succeeds Mr Ian Pollock as general secretary of the Educational Institute of Scotland in April. The 33-year-old assistant secretary defeated two other internal candidates in the EIS council vote.

CEOs get 7 per cent

Chief education officers and their assistants are to receive a 7 per cent pay increase backdated to September 1. The deal was negotiated between the officers' union, the Federal Union of Managerial and Professional Officers, and the local authority employers.

Book report

Spending on books and equipment in state schools is half that for the independent boarding sector, the Educational Publishers' Council claimed this week. After inflation, state primary schools had £9 million less to spend on books in 1985/86 than in 1984/85. Secondary schools had a drop of more than £12 million in the same period. Spending totalled £24.98 per child in 1985/86 in state primaries compared with £55.80 in independent primary day schools and £92.10 in boarding schools.

In the secondary sector the figures were £45.97 for state schools, £56.8 for independent and £123.30 in independent boarding schools.

Consultancy role

A Berkshire comprehensive school expanded its role to become an industrial consultancy for local firms, as teachers will have first refusal for most of the tutoring work at a conference and seminars, Mr Alan Watts, a senior manager with Hewlett Packard, has been seconded full-time on a consultancy salary of £25,000 to run the consultancy, which aims to raise the income of Garth Hill School by £100,000 a year.

Countering crime

Schools should be given more encouragement by the Department of Education and Science to take steps to prevent delinquency, says a report by the National Association for the Care and Resettlement of Offenders published yesterday. It recommends that pastoral care should be integrated into school life.

The report says people wrongly assume juvenile crime is rapidly increasing. In fact it has changed little over the past decade. Around 3 per cent of younger boys and 1 per cent of girls in the 10-13 age-group and 8 per cent and 2 per cent of 14 to 16-year-olds commit offences each year.

Empty chair

The chairmanship of Devon's education committee is vacant following the resignation of Alliance councillors from posts of responsibility after Conservative and Labour members charged them with incompetence, including overpayment.

Maths loses out on books

by Ian Nash

Mathematics and technology teachers get a raw deal from school budgets because they are content with the one standard textbook rather than the range of project materials and worksheets seen in other subjects, Britain's leading educational publishing companies said this week.

Their conservative attitude also helped let the Government off the hook by diminishing the apparent need for more spending, said Mr John Davies, director of the Educational Publishers Council.

A measure of the shortfall could be seen by comparing current spending with the time recommended for subjects in the Government's consultative document on the national curriculum. Only 6.5 per cent of funds went on mathematics books whereas the Government wanted it to take one-tenth of the timetable.

Mr Davies added "pressure from teachers would, I am sure, result in better levels of overall spending".

Derbyshire's class of one

by Sarah Bayliss

A 130-year-old primary school in Derbyshire opened this week with only one pupil on its roll as the county council admitted that it had not got round to closing a closure notice.

Mr Michael Hool, father of 10-year-old James, made a last minute decision to send his son to Idrigehay Church of England primary school after the parents of the eight other pupils who remained there last term decided to take their offspring away.

The parents had opted instead to send their children to neighbouring Turnditch primary school - which has about 40 pupils on roll.

A county council spokesman said the authority was reviewing the future of all its small schools but had not yet got round to Idrigehay. A closure notice on it had therefore not yet been issued.

Mr David Mansfield, the school's headmaster, was at his desk to teach James this week. Officials were negotiating with Mr Hool to see if he would opt for a neighbouring school.

Lecture ban denied

The chairman of the Tory-controlled education committee in the London borough of Bexley has rejected suggestions that he was responsible for cancelling a lecture by Dr Peter Abbs, a member of Sussex University education faculty.

Dr Abbs suspects that the lecture to be called "The Betrayal of Education", was cancelled because his controversial view that schools are all about "education" and nothing about "training" may be inimical to the current Tory enthusiasm for strengthening the vocational role of school education. Bexley's education chairman, Mr Brian Sams, is the Tory spokesman on the Association of Metropolitan Authorities' education committee.

Dr Abbs was invited earlier this year to deliver the annual guest lecture to Bexley teachers, and was subsequently asked to furnish a synopsis and biographical details. He was told of the



Brian Sams: "nothing to do with me".

tion was offered. Bexley education officials refuse to comment.

Dr Abbs said: "In the present climate I think what has happened is political. People like Mr Sams don't want to hear a view like mine put before hundreds of teachers."

But Mr Sams said he had "nothing to do" with the programme or the decision to cancel it.

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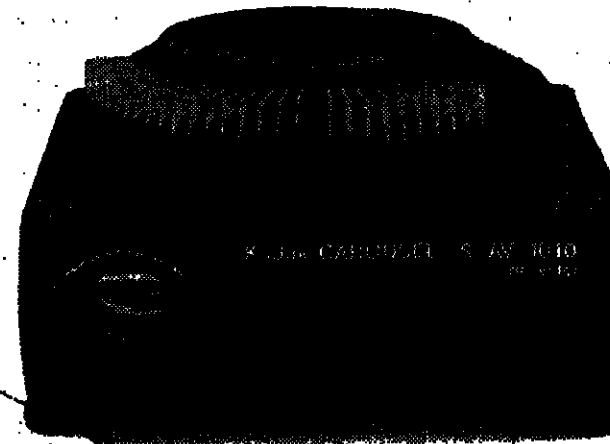
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Hilary Benn: Labour councillors are "radically reasonable"

How are the local authorities facing up to the radical changes planned in Mr Kenneth Baker's Great Education Reform Bill? James Meikle visits I.e.a.s at both ends of the political spectrum to ask what they expect

Ealing has few fears, but hopes it won't happen

"We had a commitment to annual parents' meetings before any legislation. We thought it very important that governors should account to parents for what was going on." So speaks Hilary Benn, education spokesman for Ealing's Labour council. The London borough is a stronghold of the municipal socialism Mrs Thatcher is seeking to eradicate.

In fact the local Labour party, as it

promised the west London electorate, went considerably further than the 1986 Education Act which introduced the annual meetings and governors' reports.

"We have opened all governing bodies' meetings to parents and public. It was a great step forward. There was a little trepidation but probably no more than when council committees were opened to the public."

Some items, including those involving individuals, can be taken in confidence. "Some annual meetings have been well-attended, others haven't. It is a new experience. There have been some difficulties and some cynics who say 'what is the point of all this?'"

"I think it is a good thing. It makes the job of a governor more onerous and more responsible." The half-hour run through the agenda followed by sherry with the head is a thing of the past, he remarks.

Ealing's Labour councillors are now trying to assess the impact of the Government's far more revolutionary legislative package including the national curriculum, testing, opting out, local financial management, and open enrolment.

Hilary Benn's first hope is that much of it will not happen, with the Conservative Party's own back-benchers, as well as the churches, joining political opponents in demonstrating the errors of Mr Kenneth Baker's ways.

"It remains to be seen how the intentions turn into legislation. There is quite a groundswell of opposition. It depends whether you see Baker as a radical at work offering something 'better' than the radicals would really like to implement."

On the curriculum, Hilary Benn is adopting a wait-and-see attitude, although he believes the subject-based approach described in the consultative paper is old-fashioned and seems to leave little opportunity for cross-disciplinary work.

In an area where 45 per cent of the school population are from ethnic minorities, and 140 languages are spoken by children, he is concerned at the apparent lack of time for local needs such as teaching community languages or English. "There is a need for information technology that is not covered elsewhere and life-skills, although I hate that phrase. All schools ought to teach all children how to change a plug but that doesn't necessarily happen."

On testing, Hilary Benn is a lot less cool. The incoming Labour administration in Ealing scrapped Conservative plans to test primary school children in English, maths and verbal reasoning.

"It narrows the curriculum, encourages teaching to the tests, many of which are culturally biased." He gives an example from one of the off-the-shelf tests considered by the Tories. A word-pairing exercise called for "duke" to be matched by "duchess" he says, pointing out that dukes and duchesses are not part of the cultural heritage of many of his pupils.

"It is a small example of how testing would not be fair. For many pupils you would simply be testing their knowledge of a second language. The assessment of a child's progress is, of course, part of a good education, but this testing will be used for making comparisons between schools. Unless you take account of the different backgrounds and languages, you cannot hope to make fair comparisons."

He cannot see many schools wanting to opt out of local authority control, although if schools under threat of closure did so, proper planning and

use of resources might become extremely difficult.

Who is going to cope with emergencies like fires at such a school, he asks. Is the Department of Education and Science going to dispatch architects and emergency classrooms? What about school transport, in-service training, welfare service and advisory services? He questions why a school that opts out automatically assumes it can "buy in" the benefits of I.e.a. control.

Government plans to raise admissions limits at schools also worry Hilary Benn. At present, he says, 91 per cent of Ealing children get into their parent's first choice school, but near open-enrolment could cause problems.

Though sceptical of Government plans for city technology colleges, he points to strong links between two secondary schools and industry, and to Ealing's bid for more Technical and Vocational Education Initiative money as examples of a commitment to provide children with some awareness of technology.

Hilary Benn does not think governors will want to control budgets in the way the Government wishes either. Nevertheless, the authority has given schools some leeway over how they finance redecoration, in-service training, and furniture and equipment. Referring to difficulties some I.e.a.s are having in getting local financial management pilot schemes working, he asserts: "You need local authority to distribute resources fairly."

Education was a key factor in the local election victory last year, he claims. Labour has reversed some Conservative cuts, allowed rising fees into first schools, put 60 teachers back into middle schools, spent extra money on GCSE books and equipment, increased capitation and doubled in-service training money.

But the cost of all this, plus having to make up for lost Government grant, resulted in a 64 per cent rate rise this year, a rise some of the borough's ratepayers are soon to challenge in the courts.

Hilary Benn admits the increases were deeply unpopular but is unrepentant. The voters will pass judgement on education policies of the borough in the 1990 local elections, he argues. (Just as the Government says the voters did on Conservative national education policies this June).

Admittedly, there have been other hiccups for the Ealing administration, most notably over plans for fair treatment of homosexuals in its equal opportunities programme. Some dissenting voices led to a compromise policy statement and this is now a dead issue, according to Mr Benn. "In 20 years' time, people will wonder what the fuss was about."

The borough has also started appointing race equality officers in all departments to monitor new initiatives designed to improve opportunities for black and Asian people. According to the results of a survey soon to be published, there are few teachers from ethnic minorities, despite the number of pupils from senior school families. Appointments are rare: Ealing has only two black heads.

Hilary Benn recognizes the "burning sense of injustice" among such teachers. Equal opportunity is, he says, "not an allegedly loony activity, it is essential to a good education." "There is never a right time to stand up against discrimination. There is a lot of it about," but then he says with a smile the Labour councillors of Ealing are "radically reasonable".

Solihull wants to keep a 'gentle touch on the reins'

"The degree to which the Secretary of State is giving parents an almost controlling interest is potentially dangerous. He has a penchant for going overboard... I don't believe governors can assume the kind of responsibility the Secretary of State is asking them to take on. I don't think they have the know-how."

This is the considered view of one of Mr Kenneth Baker's local government allies, Geoffrey Wright, chairman of Solihull education committee, supporter of the first city technology college, advocate of financial autonomy for schools (both "24-carat Conservative policies") and unsuccessful campaigner for the return of grammar schools to the borough.

The true-blue "radically right" Tory authority, critical of others of the same political hue as timid and indecisive, believes consumerism might be going just a little too far. Geoffrey Wright even uses a market-place analogy to illustrate the concerns. Neither customers nor shareholders tell Sainsbury's which shelf to put the beans on, so why should it happen in education?

There are, however, large areas of common ground between Geoffrey Wright, a deputy headteacher in neighbouring Warwickshire and a school governor, and Mr Baker. "A very able, and, in my view, a potentially great Secretary of State."

Solihull indicated its willingness to sell a site for a CTC soon after the announcement of such institutions was made by Mr Baker last year. Its leaders were somewhat miffed therefore when the borough was not named as one of the 20 target areas.

The linking of a supportive authority

and "very willing, enlightened" sponsor, Hanson Trust, changed all that and the Kingshurst secondary school was sold at the District Valuer's assessment of just over £1 million.

"I believe, provided a proper service can be offered in the authority, and it can, with the CTC here, the parental and educational choice offered by an institution like it is wholly to be applauded," says Geoffrey Wright. "I was a supporter of the grammar schools being brought back five years ago. The middle-class parents who scuppered that were mistaken."

He also is a broad supporter of the national curriculum, although some of his colleagues in Solihull hope for a little less time to be allocated to the "foundation subjects" and more to others. There is also generally a local preference for separate maths, physics and chemistry rather than the combined science approach, although overall the proposals "are what happens in the borough anyway".

Geoffrey Wright has his misgivings about the desire for all pupils to be taught a modern language up to the age of 16, "although I wouldn't go to the barricades on it". He believes the vast majority of people, living here and going abroad only to the "Costa del whatever", do not require a modern language. Only a relatively small number of people will need to speak another language for commercial or cultural reasons, and if they have not learnt it at school, a crash programme, if necessary with tapes or videos, will serve them just as well, he argues.

He fears that subjecting all pupils, many of whom struggle at the moment, to compulsory language teaching will

lead a number to regard it as "an exercise in futility".

Geoffrey Wright supports testing, however, with a strong element of diagnostic purpose, as a basic part of education. "I believe the Secretary of State's attainment targets, provided they are properly applied, have much to commend them. I agree with his view that large numbers of children in the able and middle range are not sufficiently stretched."

He continues: "It is less than a decade since some of us were fighting to get any figures at all about the comparative performance of schools. Publication of information is now accepted as normal. Publication of league tables should be properly explained and give the fullest context so parents can understand it. Raw scores could be meaningless."

Mr Baker's plans for devolving financial powers to schools are welcomed in a borough where the pilot scheme started in 1981. Twelve schools are now involved and about 60 of the borough's 100 schools will probably be included in the scheme eventually.

"They have virtually everything, staff salaries, maintenance, the lot. Just letting schools spend £2,000 on going abroad only to the 'Costa del whatever' is not delegation. But our scheme will be struggling to be in place by April 1988. To think an authority which has not even thought about it can be operating a full scheme by the end of the decade is just pie in the sky."

The Government proposals also seem to weaken the ability of the authority to exert a "gentle touch on the reins". At the moment if a school where there was no music for instance, said we cannot afford a music teacher,



Geoffrey Wright: dialogue hopes

we would then have the most serious consultation with that school on the way it manages its budget. The Secretary of State at best leaves that unresolved.

"The proposal that sticks in our throats is that headteachers will be appointed by governors. That is a recipe for disaster." At present, appointments in Solihull are made by a panel of three councillors, including himself, and three governors of the school involved.

"I believe that I and my member colleagues have developed expertise in understanding the needs of the schools and the authority. Governors have made little contribution to the interviewing process, with one or two honourable exceptions."

"If the deputy head is a candidate, they want him or her, it's better the devil you know and the ability to look beyond the school is not there. Yet these are the key appointments."

He argues that it is difficult to train governors to interview for an appointment that may only have to be made every 10 or 15 years. "In one case the governors went for a chairman who was as empty as a drum and we had the devil's own job trying to convince them the chap was hopeless and the worst of all four candidates on the shortlist."

Geoffrey Wright welcomes the con-

tribution many businessmen and parents make to schools and education, but it is a subtle multi-faceted process, not just accounting and not just child development, he says. "If the Secretary of State actually saw what goes on, he would not be so sanguine."

Parents deal in the here and now, and interest varies massively between different schools. Though he may welcome the choice provided by the CTC, the choice proposed for parents to "opt out" their schools from local authority control "could cause administrative chaos."

"How can you plan school closures, which we have done very successfully? How can you properly plan a capital programme? You may spend £500,000 or £1 million on a science block and then the school goes independent. There is no mention of capital costs being recovered or recouped. We are prepared to sell a building, we are not 'dog in a manger' about it but here we are asked to give buildings away. That is not the sale of the century. It is the free offer of the century," complains Geoffrey Wright, guardian of ratepayers' interests.

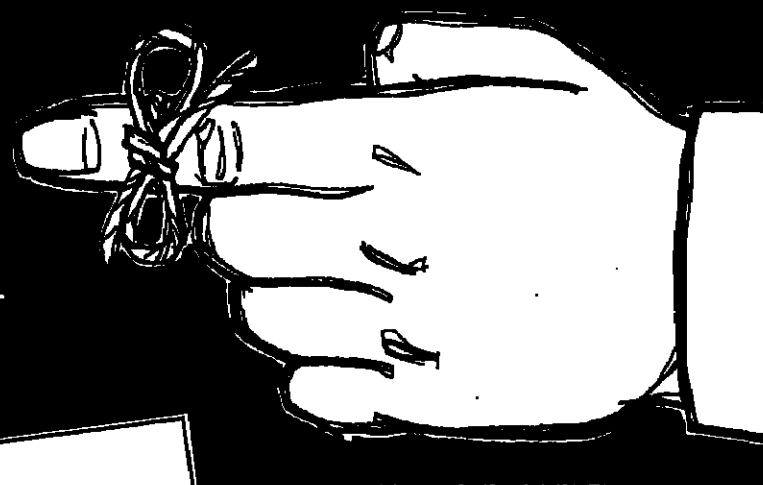
He is also worried by proposals for open enrolment on school admissions in an authority which already takes large numbers of pupils from Birmingham. Solihull could be left in a "ludicrous" position, finding itself without enough places for its own pupils, he says.

He believes that the Secretary of State in wanting to give parents in Brent and Haringey a lifeline will in fact throw the rope to middle-class enclaves in authorities like his own, leaving them to manage "difficult" schools.

The majority of Conservative and Labour authorities do "an adequate job" and want, in consultation with ministers, to do a better one. He hopes there is still time for genuine dialogue with Mr Baker.

"If your local authority political supporters are not in sympathy with you, it should give you cause for concern."

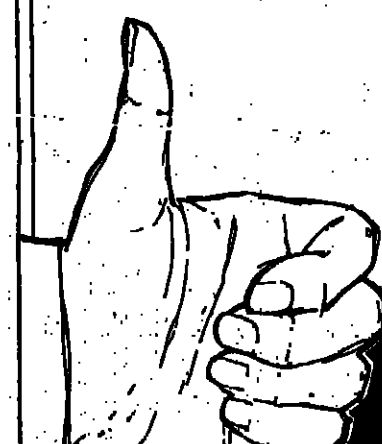
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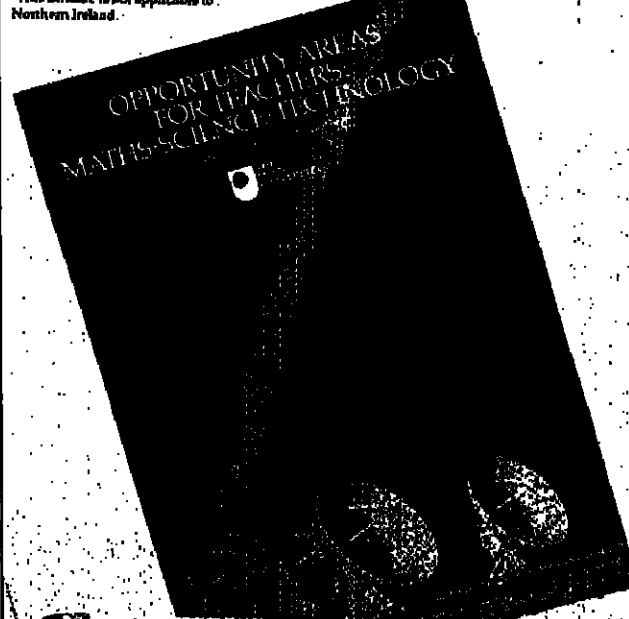
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THE OPEN UNIVERSITY

Sue Surkes reports on the British Educational Research Association conference at Manchester

Academics step down from their ivory towers

On the face of it, this year's 13th annual conference of the British Educational Research Association differed little from last year's. Conference abstracts still referred intriguingly to notions such as background variable regression coefficients, phonogramme correspondences and epistemic disciplines.

The discussions, by contrast, underlined the gradual move away from the abstract towards the analysis of things that matter to practising educators.

The agenda included symposia on teacher appraisal and grant-related in-service training,

for example, (although there was surprisingly little on age-related attainment targets).

Mr Hyman Abel, a 66-year-old PhD student from London University, came as heavily loaded with sweets for conference participants as he did last year. Indeed, the bizarre sight of some of Britain's best educational brains sucking lollipops throughout the presidential address might have convinced an outsider that BERA members were content with their lot.

Not so. The year's get-together was characterized by a feeling that education had been

tampered with enough and that it was time to stand up and protest.

In line with a decision taken at the association's annual general meeting, a letter has already been sent to Mr Kenneth Baker noting the "apparent disregard for the values of democratic inquiry" and warning that the new Education Bill's proposals "fly in the face of decades of accumulated evidence."

"If adopted, we believe they will divide, disrupt and demoralize the education service to a degree unequalled in the history of state-maintained schooling."

The AGM further agreed that a paid officer should be appointed to ensure the association stresses more publicly the contribution of research to contemporary political issues.

Dr Patricia Broadfoot, the incoming president, made an impassioned plea for researchers to stand up as the "champions of evidence, clear thinking and objective debate" and expose the current "exploitation" of education by "crude commercial principles."

The days of the ivory tower educational researcher are over, it seems.



Searching questions: how to improve teacher and pupil performance

Appraisal may not improve teaching, says evaluator

Teacher appraisal could prove to be an "expensive military operation" which did nothing to help teachers improve their practice, according to a member of the Cambridge Institute of Education team under contract to the Department of Education and Science to evaluate the national pilot schemes on appraisal.

Ms Marion Dadds of the Cambridge Institute of Education said the general question of how to help teachers boost their performance so they could enhance children's learning was not addressed.

The question was not the same as appraisal, even though the last two education secretaries had acted as though it was.

Stressing that she was expressing her own views, she said: "It is pure speculation that teacher appraisal will be the Holy Grail to answer the complex and enduring conundrum of school and classroom improvement."

However, long-term in-service training and the Technical and Vocational Education Initiative were shown to benefit children's learning. "Can we afford to ignore what we know for

what we do not know?" she asked.

The evaluating team's agenda would not at first include the link between teacher performance and pupil learning for three reasons, Ms Dadds said.

The pilot schemes in the six local authorities taking part - Croydon, Cumbria, Newcastle upon Tyne, Salford, Somerset and Suffolk - would not have reached a stage of evaluation for the effects of any teacher changes on pupil learning to have become clear.

The appraisal procedures would be too crude for examining the links anyway and attempts to explain these links too early could tempt some L.E.A.s to tie appraisal simplistically to exam or test results.

"A number of teachers already interviewed in the evaluation have expressed strong feelings on this issue. They have referred to the unfairness of their performance being judged by how well a socially disadvantaged class may do on standard tests and exams."

The principles and procedures outlined in the widely-supported report of the ACAS appraisal/training working group could help teachers to reflect constructively on their practice and

careers, Ms Dadds said.

But appraisal could fall short of the "mighty ambitions" held if time and resources were inadequate. It was questionable whether guidelines drawn up on the basis of well-funded pilot schemes would be appropriate for a national programme.

Girls perform better in maths exams at 16-plus if they have been taught separately from boys during the first three years of secondary school, the conference heard.

Mr Stuart Smith and Dr Stuart Trickey of Sheffield City Polytechnic presented a study of the achievement of girls, in three groups of 65, at Stannford high school in Tameside. The performance ranged from seven points for a grade A at O level to one point for a CSE grade five pass.

Girls who had studied alongside boys for all five years scored 154, while those who had only had segregated maths tuition scored 162. The girls who had been taught separately from the boys in years one to three, but in mixed classes in years four and five, however, achieved 194 points.

Joint protest urged as power drive against Bill

The Great Education Reform Bill represented a "very real threat to the viability of the country's education system", which local authorities, teachers and parents should jointly resist by protesting to Parliament as the Bill was debated, an ex-president of the British Educational Research Association told the conference.

Professor Brian Simon, emeritus professor of education at Leicester University, warned that the Government's proposals, were underpinned by "ruthless intentions" and aimed at swelling the independent sector, although as an objective this had been denied.

As the last in a series of inter-related steps, schools which had successfully opted out of local authority control would bid for independence, and be accepted on the basis of fees from parents, who would already be paying more for educational "extras" and an extension of the Assisted Places Scheme.

"There has already been talk of just such an extension of the Assisted Places Scheme. By this means, the objective of increasing the provision of 'independent' schools for sections of the middle class becomes a practical possibility."

An alliance of protesting L.E.A.s, teachers and parents would be "potentially powerful".

Professor Simon, a long-time campaigner for comprehensive education, attacked the Government's consultation procedure as "farical" and "cynical".

The 1944 Education Act had followed, nearly two years of public discussion. Indeed, the only specific political Education Act of this

through by a government with a substantial Tory majority, it contributed to one of the biggest electoral reverses in history. "I think the present administration ought to recall it," he said later.

Proposals for open enrolment and opting out were totally opposed by "informed professional opinion". Professor Simon told a packed audience.

The consultation paper on the national curriculum was based on the idea that "the curriculum is something to be 'delivered' to the child as if it were a package of fish and chips".

There had to be a fight for a structure through which public discussion about curricular guidelines could democratically take place.



Extension of the Assisted Places

Male truants learn earning skills fastest

Truant boys are earning more money than their astiduous schoolmates when they all reach the age of 23, research has found.

Those who absented themselves during their last year, were earning an average of £2.32 a week more at 23, compared to non-truanting boys. By contrast, girls who had deserted their desks in their last year of school were earning about £8 a week less than their non-truanting counterparts.

Background factors, educational ability at 11, and attendance at 15 could explain the differences between the girls almost entirely, but could not account for those between the boys, Dr Angelika Hibbett of the Social Statistics Research Unit at London's City University, told the conference.

But she pointed out that the figures were only for those in work. At 23, 68 per cent of boys who had played truant at the ages of 11 and 16 were unemployed, compared with 8.6 per cent of those who had not.

Male truants were more likely to be in casual employment and unskilled manual jobs. They tended to choose better paid work, often of a seasonal nature, but to change jobs more often and spend more time on the dole. It was suggested at the conference that they might have reached the peak of their earning power by 23. Non-truants were likely to earn less at 23 because many would have continued in education and entered the labour market later.

Dr Hibbett's research was based on data from the National Child Development Study, which surveyed 15,000 people born in the same week of 1958.

Gender equality scheme cuts across stereotypes

by Diane Spencer

Girls and women in the Tameside and Rochdale areas should get a better educational deal thanks to a Manpower Services Commission-funded project on equal opportunities.

The scheme, which started in June last year, was funded through TRIST (Technical and Vocational Education Initiative related in-service training) grants. It aimed to train headteachers and senior education officers in gender equality and help them understand and support the issue in their schools. The project is described in a booklet titled 'Exploring the area this month'.

The two project officers, Ms Hilary Anslow, from Tameside, and Mr David Dickinson, from Rochdale, found some hostility and scepticism at first, but heads soon realized that equal opportunities was not another bandwagon, but an issue of professionalism, justice and curriculum development.

Contentious issues such as sexual harassment were dealt with during discussions. Teachers were aware that

some girls were reluctant to take craft, design and technology classes because they were harassed by the boys. And, in some cases, boys were too self-conscious to do home economics.

Both local authorities are now writing discussion documents which will lead to policies and a code of practice on equal opportunities.

The TREO officers hope their work will carry on under the new Grant Related In-service Training arrangements and that it will reach primary schools. (TRIST money is only available for secondary school projects.)

Gender equality: a strategy for change is available from the Education Department, Tameside Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL or David Dickinson, State Mill Centre, Woodbine Street East, Rochdale OL16 5LB.



Feeling their way: Sally Johnson (left) and Kelly Peters take part in a blindfolded Earth Walk during a day out at Shotover Park, near Oxford, organized by the Berkshire, Buckinghamshire and Oxfordshire Naturalist Trust. This particular game is designed to heighten children's awareness of the environment.

Straw poll reveals l.e.a. confusion on 'essentials'

by Barry Hugill

Confusion as to what constitutes an "essential part" of pupils' education is revealed in a Labour Party survey.

Mr Jack Straw, the party's education spokesman, asked local authorities across the country whether they charged for any aspect of their educational provision. Of the 55 authorities that answered, 33 charged parents for such things as residential field study, day study trips, transport, music classes, exam re-sits and materials used in cookery and craft classes.

The 1944 Education Act states that no charge may be made for an activity constituting an "essential part" of a child's education. It is, however, vague as to what can, or cannot, be categorized as "essential".

The High Court has recently ruled that it was illegal of Hereford and Worcester Council to charge for music lessons and three recent reports by the Local Government Ombudsman have condemned charging for residential field courses which are part of A level courses.

Mr Kenneth Baker has said that he intends to clarify the law and this has led to speculation that he intends to introduce legislation making charges legal.

He has consistently stated that the Government has no intention of threatening the principle of free education and intends to publish a consultative paper on the subject.

Mr Straw has written to Mr Baker asking him when the consultative document will be published. He said: "Our survey shows that the cost of a child's education is something of a lottery, depending on where the parents happen to live. Despite clear legal rulings some authorities are still charging for essential educational activities."



Jack Straw: some authorities are still charging for essential activities.

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"Sometimes we played 9 minute gigs. They had 10 times more impact than if you played for an hour and bored everybody to death." THE JESUS AND MARY CHAIN

"Jazz is a much smaller chunk of the action. A couple of years ago I went to see The Police, and it was almost inconceivable to me. Their gross for that one gig was probably more than we'll gross in five years." PAT METHENY

"A flurry of Marxist-Leninist boxer shorts, Soviet Air Force jogging trousers and Marxism Today duvets - the Russian cultural invasion is well underway." ON CLASSICAL MUSIC

"She is visibly pregnant, but any references to this condition will constitute grounds for instant termination of the interview." ON DIANA ROSS

"When his barber accidentally nicks his cheek, we get the smallest glimpse of menace, but it's enough to make us bristle with foreboding." ON DENIRO IN THE UNTOUCHABLES

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SCHOOL TO WORK

Careers officers fear being cut off from unemployed

The key role of the careers service in the Youth Training Scheme is threatened by the Government's plans to reorganize the employment service. Local authority careers departments fear that they will be cut off from contact with many of the jobless school-leavers who now rely on them for advice on joining the scheme.

To get supplementary benefit, the under-18s have to report regularly either to jobcentres or the careers service, which issue a certificate for them to take to the Department of Health and Social Security benefit office.

Most unemployed youngsters at present report regularly to careers officers, which issue a certificate that they are not unreasonably refusing to join the YTS. This allows them to claim supplementary benefit while the careers service tries to find them a job or a suitable YTS place.

Ministers say that they want to offer a "one-door" service to the unemployed under which the employment and benefit claims staff will be in the same office. The careers service fears that this will attract many or most youngsters away from them, even if the Government does not, as is feared, insist that they report to the jobcentres in future.

If the careers service were to be deserted in this way, it is difficult to see how it could continue to be the agency primarily responsible for YTS placement, a role which ministers have insisted is vital to the success of the scheme. Only a few years ago the service was being told by the minister responsible for its work that its con-

tinued existence would depend on its commitment to the YTS.

Mr Dermot Dick, the Institute of Careers Officers spokesman, said this week that the need for the service as a mediator between the youngsters and the authorities would become more pressing if the Government were to press ahead with its commitment to deny all supplementary benefit to unemployed youngsters who refused to join and stay in the scheme.

Careers officers, who already had the task of deciding whether a youngster should be reported to the DHSS under the present system of limited benefit sanctions, were in a position to judge realistically and sensitively whether a suitable place had been offered.

The annual conference of the institute, which meets in Birmingham this weekend, is likely to urge ministers to ensure that whatever changes are made take fully into account the need to steer youngsters towards careers offices.



The careers service has been told that its existence depends on its commitment to the YTS.

Surprise post for flying Scotsman

A Scot has been chosen to represent Britain's careers officers on the Youth Training Board, which oversees the Youth and Job Training Schemes. It is the first time that the seat has gone to someone from north of the border.

Mr John Kelly, principal careers officer for Tayside, and the Employment Secretary's choice, was surprised to be selected. "I thought it was bound to go to someone from the north of England or the Midlands," he said this week.

Mr Kelly, who is due to be installed this weekend as president of the Institute of Careers Officers, was one of several possible candidates suggested to Ministers by the Institute. Its official spokesman, Mr Dermot Dick, who heads Lothian's careers department, says the choice will help ensure that Scottish problems are better understood by the Manpower Services Commission.

Mr Kelly, who has been Tayside's careers chief since 1975, says that he has a keen appreciation of the importance of careers guidance because he himself made a couple of false starts. He quit a Dutch secondary when he changed his mind about becoming a priest, and then, after a year working as a furniture porter, enrolled for the wrong degree course at Edinburgh.

At 45, he is a keen and successful marathon runner.

Edited by
Mark Jackson



John Kelly: keen marathon runner had false career starts

Grocer caters for own training needs

Her Majesty's Inspectorate made history this week with the publication of its first report on an organization entirely outside the education system. The report examines the education and training activities of Sainsbury's, the national grocery chain.

Sainsbury's comprehensive provision for training at all levels from Youth Training Scheme entrants to senior managers gets top marks from the inspectors who say that further education colleges could learn a lot from it. The report points out that companies like Sainsbury's are carrying out their own off-the-job training because few of the colleges at present meet their needs.

The inspectorate's first study of training in a business firm originated in a request from Sainsbury's for the inspectors to take a look at its YTS provision, under which nearly 180

(the company employs a total of 27,000 full-time workers and 40,000 part-timers) got some off-the-job training. Training on the job is a mandatory activity in every Sainsbury's store, coordinated by a branch personnel manager who is backed by a specialist area training department, while a head office training department administers training programmes for managers.

The report says that the firm provides its employees at all levels with high quality in-company training using well-designed programmes; the only reservation is that "as is to be expected of any extensive national training programme, there are some variations in standards".

Like the rest of the distribution industry, Sainsbury's makes little use of colleges for skills training. It started to use colleges for its YTS trainees, but found that much of the college provi-

SAINSBURY'S

youngsters are taking part this year. But the inspectorate, mindful that the Manpower Services Commission has just set up its own inspectorate specifically for the YTS, suggested instead a wider study. Dr Paul Johnson, HMI catering education specialist who was once a management trainee at the Savoy and later a Leeds polytechnic lecturer, was seconded to Sainsbury's for six months.

His 14-page report paints a glowing picture of a comprehensive, professionally-managed company training scheme, well planned, staffed, and resourced, without recourse to the coded criticisms which are the normal currency of the inspectorate's reporting.

Sainsbury's employs 1,000 staff in personnel and training, including 40 YTS part-time tutors, most of whom are former teachers. It runs around 120 training courses at five area centres, at head office, and at a business training centre.

Training is an integral part of employment and career development for all employees: last year 13,000 staff

sion was irrelevant and failed to motivate trainees, did not integrate education and training elements, and was not consistent across the 13 colleges used.

It now does most of the YTS training itself, but still uses a few colleges where the courses are of high quality. The report suggests that colleges might adopt much of Sainsbury's training style, including the extensive use of audio-visual aids and of manuals to replace note-taking; the emphasis on practical work, discussions, role-play, and tutorials; and the encouragement of students to manage their own learning.

To get firms like Sainsbury's to use them more, concludes the report, colleges need to be more flexible and recognize that the companies often require programmes tailored to their specific needs.

But short of getting the companies to trust them with their training, colleges may still be able to make some money out of them, it suggests - by renting out classrooms for the companies to use during college vacations.

which can now be taken (from scratch) with French, German and Spanish as well as a BSc course in business economics at the same university.

Camberwell School of Art is also offering a new course in art history and conservation studies which should be of interest to arts and science students, and Humber College of Higher Education has received approval to run a CNAA degree in European business studies. This is offered in parallel with courses in Bordeaux and Madrid.

Humber College also becomes part of the polytechnic applications scheme from this month, with seven other colleges. These are Bolton Institute of Higher Education, Buckinghamshire College of Higher Education, Cambridgeshire College of Arts and Technology, Derbyshire College of Higher Education, Dorset Institute of Higher Education, Ealing College of Higher Education and Essex Institute of Higher Education. All applications for degree and associated Higher National Diploma courses at these colleges must now be submitted on the standard PCAS form.

Finally, a reminder to Oxbridge applicants that Magdalene College, Cambridge, will be admitting women as well as men from October next year.

Brian Heap

Careers Diary

A quiet revolution has been taking place at one of the most impressive universities in the country, The Royal Holloway and Bedford New College. The transfer of Bedford College from Regent's Park, which began in 1982, is now complete and new courses in geography, geology, psychology, and social policy and social science have now been established. The college already has a good reputation in drama, music, English, history and computer science, while chemistry, physics, botany and zoology are worth considering. Other developments on the university's 126-acre site adjoining Windsor Great Park, include a £1 million investment in student accommodation - some 1,700 places are now available for the 2,800 students.

However, a number of new courses are being announced - even after the publication of the UCCA handbook and the Vice-Chancellors' Compendium. These include Arabic at Salford,

NEWS

Ian Nash talks to Gus John, the Inner London Education Authority's newly-appointed community education officer

Broadening chances and reaching people

Given the chance, Gus John would turn every school into a community education centre as soon as possible. And given half a chance, he would abolish the government-granted power of the Manpower Services Commission to "coerce" school-leavers into the Youth Training Scheme and force it to compete with a well-funded community education service.

But, as the newly-appointed community education chief for the capital, he is a realist and knows he has not a chance in a million of doing either - at least, not overnight.

Nevertheless, he has extremely high aims and, notwithstanding the intention of some boroughs to opt out of Inner London Education Authority control, he will be arguing strongly for schools to become community colleges and share facilities with the adult education and youth services.

"Most resources in schools are quite under-used," he says. Most heads agree with him and many go to great lengths to extend the use of facilities to the rest of the community. But turning the entire premises into a community centre is quite another matter.

"Because community education is non-statutory, one has got to fight hard to preserve it and sell it," he says. And because it does not have the high profile of school and the YTS, people are often quite unaware of what it offers and assume it is about macramé and basket weaving.

Nevertheless, a misunderstanding it may be, but the IEA sees Mr John's position in charge of the community education service as a key post and ranks it at assistant education officer level.

Mr John replaces Mr Peter Clyne, who was assistant education officer in charge of community education and careers and is now director of community services for Richmond-upon-Thames. The careers work will be handled by one department under Mrs Pat White, director of careers.

He will head a service which offers more than 800 subjects to 250,000 people on part-time courses and social and recreational education in an informal setting to more than 100,000 young people.

Mr John - who comes to the IEA from Manchester where he was I.e.a. vice-principal in their community education service - is not one to knock the MSC. "Community education often depends on it for money," he points out.

"But in terms of social provision and post-16 education, what goes on in the MSC is but a fraction of what goes on in the community education service. "In the past 10 to 15 years, the service has undergone a profound change for three reasons: growing unemployment, the fact that apprenticeships are not as readily available, and MSC schemes have increasingly been seen as coercive and not something kids would choose to do."

Having said that, he is keen to point out that community education is not about providing a safety net for disaffected youths. "It is about providing educational opportunities for as wide a range of people as possible. This may include vocational preparation, but there is much more besides."

It is also a personal and social education service which needs to be

"aware of and responsive to changing demands". Schemes he has seen launched in his 20 years' involvement in the service range from a dance group for young women to a co-operative enabling young people to print their own community newspaper.

Although he is still only 42, he has been active in the black working-class movement in education and schooling in Britain since 1965. He has also devoted much of his career to social policy analysis, research and community development.

Mr John has also had considerable experience as a manager, trainer and examiner of youth and community courses. He believes the IEA has a

good track record for community education and feels that "at a time when education is being packaged as a market-place commodity, it is essential that all efforts are made to preserve and build on it".

"Community education underlines the importance of education as a fundamental human right - a right that is not dependent on age, financial status, race, sexual orientation, creed or ability," he says.

"However much some people might criticize the centralized nature of the youth service in the IEA, it does allow for a more economic integrated approach to the needs of youngsters, whatever their background."



Gus John: preserving and selling community education

How to make a gas bill really interesting



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From October 1, Society Today, New SOCIETY's popular pull-out for sociology students, will be relaunched in a new format. The new Society Today will appear every week during term-time. Aimed at those coming to sociology for the first time - particularly "A" level students - its aim will be to link sociology to what is actually going on in the real world. Unlike text books, Society Today will be able to look at topical events from a sociological point of view. It will make the subject more interesting for the student - and help teachers deal with examiners' complaints that candidates miss opportunities to make topical references in their answers. It will mix material of this kind with compact pieces on research methods, and interviews with the most interesting and controversial sociologists of the day. The new Society Today will be the basis around which many sociology teachers will choose to structure their classes. To make this easier, New SOCIETY's special school scheme enables students to get New SOCIETY at 55p.

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TODAY

To encourage its use as part of the teaching of Social Studies, New SOCIETY is now available to students at schools and colleges for just 55p a week - just over half what it costs in the newspapers. To qualify for this very special offer you need to order a minimum of five copies - when you do, New SOCIETY will send you one extra copy each week entirely free of charge.

Details of this scheme have been mailed to all secondary schools this week. If you have not seen them and would like to know more please return this form to: New Society Schools Offer, 42/43 Lower Marsh, London, SE1 7RQ.

Please send me details of the New Society Schools Offer

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TES1..

The changing questions

EXAMINATIONS

Ian Nash reports on the declining popularity of A levels and the rise of BTEC

A dramatic slump in the number of candidates taking A level sciences and modern languages over the past two years has been accompanied by a sharp increase in the popularity of the BTEC national diploma.

While it would be misleading to suggest a straightforward case of cause and effect, the trends have profound implications for the recruitment of undergraduates and teachers of shortage subjects. In the words of one BTEC senior officer: "The government must seriously consider abandoning A level as the natural route to university."

The rise of BTEC and drift away from A levels should also shape the thinking of the Higginson committee looking at how the GCE exam can be, in the words of the Education Secretary, "maintained and improved".

Also, many people, including members of the teacher unions, who have pressed for teaching to become an all-graduate profession, will have to broaden their horizons.

Enquiries by *The TES* about A level physics, chemistry and biology candidates show a 9.8 per cent drop from 114,867 to 103,606 since 1985. By contrast the 18-year-old population dropped by only 3.8 per cent. The majority of A levels, excluding mathematics, seem to be in decline.

The survey covered six of the eight A level examining boards and accounts for more than 90 per cent of all

applicants for 1985-87. This year's figures for the Oxford and Southern examining boards will not be available until later this month.

The popularity of A levels peaked in 1983 and 1985, during which time the number of candidates for the BTEC national diploma rose by 11 per cent from 40,419 to 45,825.

By 1986, the BTEC figure was 47,500, reflecting a steady increase which is expected to continue this year. Moreover, since 1985 the number of candidates for the Higher National Diploma has shot up by 19 per cent from 21,600 to 25,000.

Higher National Diploma courses are mandatory for students who compete for students with the first degree courses. There is a clear indication that once students embark on the BTEC route they are reluctant to give up.

The BTEC figures include business studies as well as science. They are very difficult to separate out because many students take a mix of subjects. Indeed, Mr Martin Jones, an advisory officer for BTEC, said: "Flexibility is one of the strong attractions of BTEC."

It is common for students to take a combination of business studies and physics for engineers, or design and construction with science. They may be putting off specialization until the HND or have an eye on a job that requires a specific mix of education and skills training.

A considerable increase in the popularity of BTEC came with the rise of the tertiary college. Mr Michael Austen, principal of Accrington and Rossendale and chairman of the Tertiary College Association, said: "In some cases, numbers have doubled in the last few years."

"In a tertiary college, students are counselled for courses and see that BTEC and A level are treated with equal esteem," he added.

In a divided system, there is often school, peer group or parental pressure to continue with the traditional A levels. Both Mr Austin and Mr Jones stressed this point and added that pupils opted for BTEC because it was modular with the chance to rethink career options.

They also felt that the students were attracted by courses which offered student-centred learning in a more adult environment than school could offer.

There is some evidence that universities are viewing BTEC with increasing favour. The number of applicants with "equivalent" qualifications rose from 5,429 in 1985 to 6,436 in 1986 with the same time numbers of applicants from A level courses fell by 4 per cent.

But considering that the Universities Central Council on Admissions receives around 150,000 applications annually, the inroads made by BTEC students into the academic sector are marginal.

If people who have opted for the 'BTEC' route remain reluctant to re-enter the academic field, or unless the government tries harder to attract more people from vocational education into teacher training, then it could have serious implications for shortage subjects.

The Teaching as a Career Unit (TASC) supported by the Government and local education authorities, is likely to declare that business studies is the next in line to be classified a shortage subject.

It seems that what happened in physics last year is happening in chemistry now and will hit business studies next year. Another cause for concern is modern languages. Applicants for A level French fell by 12.5 per cent in 1986.

Board	85	86	87
London	30,495	28,574	23,714
WJEC	3,352	6,054	8,823
JMB	43,057	41,725	40,832
O & C	6,193	5,728	5,232
Cam	11,324	10,808	11,008
AEB	18,639	17,431	16,780
Total	114,867	108,381	103,606

NB: 1987 entry figures are provisional. Numbers of entries may differ from number taking examinations. Science = physics, chemistry, biology.

mistry now and will hit business studies next year. Another cause for concern is modern languages. Applicants for A level French fell by 12.5 per cent in 1986.

Mr Michael Richardson, the TASC assistant secretary for teacher supply, takes heart from the fact that the country seems to be "bucking the trend of the last four years" and attracting more people. Applications for training as physics teachers rose from 279 to 306 between March 1986 and March 1987.

University Grants Committee awards for special courses to tackle shortages in physics and mathematics have also proved popular and beneficial according to a number of universities including Aston and Sussex.

Like a growing number of universities, Liverpool is offering an engineering degree course for students without mathematics A level and, in publishing it, has put particular emphasis on BTEC.

In addition to the TASC Unit's work, there is evidence that the £1,200 bursary for teacher trainees in physics, mathematics and CDT has had its desired effect. Ministers were encouraged by news that training courses for 1987 were full.

However, the subject associations, Royal Society of Chemistry, Institute of Physics, and Institute of Biology, remain unconvinced that the bursary will be of much long-term value. Some rejected it as merely a pre-election political point scoring move.

Mr Maurice Ehlson, education officer for the Institute of Physics, said: "There is a lot of euphoria about the £1,200 bursary and the increased take-up of places. But the real problem is those who leave for better paid jobs after five or six years."

"We receive so many reports of schools having difficulties keeping science teachers beyond the age of 25, there is evidence of a brain drain into industry."

Mr Tony Ashmore, education officer for the Royal Society of Chemistry, also said high salaries were the main reason for people leaving, but he added that people "tired of being forced to take a penny-pinching attitude in such a resource-intensive subject".

Surprisingly, mathematics - despite being a shortage subject - has kept up numbers of A level candidates and in some cases has improved rates. The benefits, however, will be felt more in the world of commerce than that of science and industry.

There is an increasing tendency to combine mathematics with arts and humanities, with an eye to the big city and prestige accountancy jobs.

That the image of science is so tarnished compared with the City and pay is relatively so low was a point repeated with extreme frustration at the British Association for the Advancement of Science annual meeting in Belfast last month.

The evidence of the rise in popularity of BTEC courses will only add to that frustration in the short-term. But there is a positive side since it provides powerful ammunition to those arguing for BTEC not only to be recognized on a par with A levels for university entrance, but for institutions actively to pursue such students.

WEEKLY TIMESHEET

IMPORTANT - READ NOTES ATTACHED BEFORE FILLING IN THE TIMESHEET

WEEK BEGINNING OR WEEK NUMBER

A. CUMULATIVE TOTAL OF DIRECTED HOURS TO DATE - CARRIED FORWARD FROM PREVIOUS WEEK'S SHEET

hrs min

B. STANDARD WEEK FOR ALL STAFF - (see note 4)

C. ADDITIONAL DIRECTED TIME - (see note 5)

	Mon	Tues	Wed	Thurs	Fri	Sat/Sun (if relevant)
Pupil Assessment/Reports/Records						
Discipline/Pastoral						
Meetings - Staff						
Meetings - Parents						
Sports/Music/Drama etc. Visits, etc.						
Management/Administration						
Other						
TOTAL						

hrs min

D. NEW CUMULATIVE TOTAL FOR YEAR - (add A, B & C)

hrs min

E. CUMULATIVE TOTAL OF DAYS

F. ADDITIONAL NON-DIRECTED TIME SPENT ON SCHOOL WORK WHETHER AT SCHOOL OR ELSEWHERE - (see note 6)

	Mon	Tues	Wed	Thurs	Fri	Sat/Sun
TOTAL						

NB: Do not include this in totals to the right or in return to head.

IMPORTANT

DETACH ONLY WHERE INDICATED

DETACH HERE AND RETURN TO HEADTEACHER EACH WEEK

NAME WEEK BEGINNING OR WEEK NUMBER

I have this week undertaken days and hours of directed time. My running total for the school year so far is days and hours. My detailed record is available for your inspection if you wish.

the time-sheets which they describe as "a form of protection".

Headteachers have a responsibility to allocate "teacher time" in line with the Minister's wishes and the two unions argue that the time-sheets will help heads to judge how many hours of a teacher's time "they have left to them".

The heads are not appreciative of the unions' "assistance" and Mr Peter Snape, general secretary of the Secondary Heads Association, says that he is "not interested" in the time-sheets. "Whatever a teacher puts on the time-sheet does not count unless previously allocated by the head."

counted as directed time."

Both unions accept that the vast majority of heads will not attempt to impose excess hours on staff. They are clear as to what would constitute too much work. The guidelines state that the total of a teacher's work should be based on a notional 35-hour week.

The time-sheets allow for all time, whether "directed" or "non-directed", spent undertaking the work of the school. The 35-hour limit applies to both types of "time".

Neither union can force its members to fill in the sheets but both are convinced that they will. And this

Safer ... but still sorry

HEALTH AND SAFETY

James Meikle looks at the disruption caused by the presence of asbestos in school buildings

Five thousand children in the East London borough of Tower Hamlets have allegedly lost between a day and a month's education over the past four years as asbestos has been either removed or rescaled into their school buildings.

More lessons are likely to be missed in future. Much work remains to be done at Daneford secondary school, for example, and the removal operations have not even started.

Children are often transferred temporarily to other schools some distance from their own, because of the length of time needed to strip asbestos pipe lagging, coat ceilings and provide alternative forms of fire protection and noise insulation.

The estimate of missed schooldays comes from trade unionists working for the Inner London Education Authority, which keeps no specific figures of schooldays lost either for Tower Hamlets or inner London as a whole.

Many of the capital's school staff support the authority's policy of removing asbestos from all its buildings but blame the IEA bureaucracy for poor standards of work and waste of money. The authority is currently spending about £7 million a year on asbestos removal.

Some of the IEA procedures are expected to be scrutinized next week when the results of an inquiry into an accident at the Camelot primary school in Southwark are published.

Mr Walter Ulrich, a retired deputy secretary at the Department of Education and Science, has conducted an independent investigation into how the school's kitchen came to be contaminated by asbestos disturbed by electrical contractors. It has since been claimed that the children at Camelot and two neighbouring schools were not put at risk but the authority's response to the incident - and other emergencies - has been criticized.

Trade unions maintain that in some cases the IEA has merely sealed in asbestos, rather than remove it, and has put unfair pressure on schools by

ASBESTOS TYPES

BLUE (crocidolite) - finest fibre, resistant to acid, import and use now banned
BROWN (amosite) - resistant to heat and acid, but used in new banned
WHITE (chrysotile) - most widely used, resistant to heat

HEALTH HAZARD

Asbestosis (fibrosis of the lung)
Lung cancer
Mesothelioma (rare cancer of lining of chest or abdomen)
Inhalation of dust from any type may affect health

warning that far greater disruption would be caused by a costly stripping exercise. Parents, while concerned about the possible health hazard, are also sometimes loath to see children being transferred to another school for months at a time.

The unions, who want to see more money spent on asbestos removal, argue that the IEA ought to keep some spare buildings in different parts of the capital that can be used as temporary "schools" during the stripping. In areas like Tower Hamlets, such property is not available.

More embarrassingly, perhaps, for the IEA is the number of schools ostensibly free of asbestos which are found to contain large amounts of the material. Pimlico Comprehensive is the most recent example. The IEA does not have detailed plans listing building materials in its schools and a survey ordered in 1983 was done on a purely visual basis, since dangers arise when asbestos is disturbed and fibres are released into the atmosphere.

The authority's defence is that there is a shortage of qualified contractors and independent experts. The abolition of the Greater London Council, with which the IEA shared a number of services, has compounded administrative problems.

About half of the "asbestos budget" is spent on replacing boiler and heating systems, but other programmed work is disrupted by emergency calls. The "stripping" of a primary school and replacement with alternatives to asbestos can cost £500,000, so dealing with work resulting from a survey of all 1,600 IEA buildings could take 50 years at the present rate of progress. The survey itself is only a third complete.

There are legitimate differences of opinion over whether asbestos mate-

rials are dangerous, or currently safe, the IEA says. But tests conducted at Ernest Bevin secondary school in Wandsworth persuade some campaigners for removal that pupils' normal boisterous behaviour could disturb asbestos.

Repeated slamming of doors and the kicking of a wall in a special protective "tent" revealed levels of asbestos fibres up to 87 times the levels set by the IEA. The authority says that in any batch of air samples, none must go above 0.01 fibres per millilitre of air (about the size of a sugar cube). Further tests have been conducted at schools during the summer.

Although the IEA has the most comprehensive "no asbestos" policy, other authorities strip it out when there is a risk of fibres being disturbed.

Another £800,000 will be spent on ceilings and pipework next year and £500,000 in 1989/90.

The Government makes no special provision for asbestos removal. It does recognize, however, that "there will be some financial consequences which will be considered in the annual consultations with the local authority associations on planned local authority expenditure".

Undisturbed materials in good condition present little risk. But in a memorandum issued last year it said: "As there is no known threshold level for exposure to asbestos below which there is no risk, it is important always to take whatever steps are necessary to reduce exposure from any form of asbestos to the lowest reasonable practicable level."



The poisonous asb: trade unions want the asbestos removal programme stepped up

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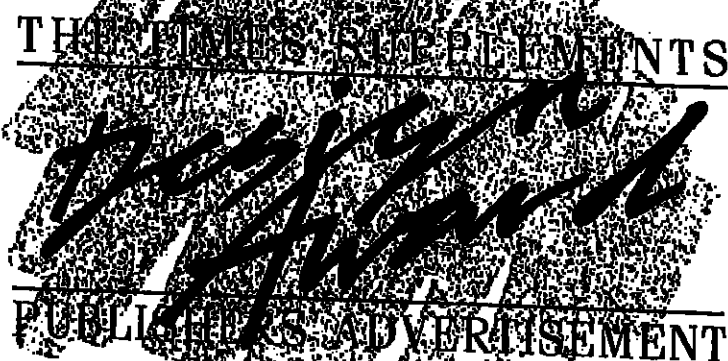
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POSITION: _____

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In 1986 eleven hundred separate advertisements were placed by British publishing houses in The Times Literary Supplement, The Times Educational Supplement and The Times Higher Education Supplement. In these individual spaces, anything from single titles to whole series were promoted, from the publishers' academic, educational and general trade lists.

The Design Award for The Times Supplements Publishers' Advertisements has been instituted to recognise the many talented designers and copywriters active in the British publishing industry and to encourage their continuing high standard. The Award will be applicable for any advertisement from British book publishers appearing in any Times Supplement between May 1 to December 31, 1987. Entries will be limited to one per publishing house/division of a publishing house.

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A distinguished panel of judges (to be announced later) will reflect the interests of commercial design, publishing and the readership of The Times Supplements.

Application forms are available from: Nigel Denison, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX, to whom you should write mentioning the name of your publishing house.

Standing the test of time

Many teachers will have their first experience of clocking off today now that Mr Kenneth Baker's new contract is in force. Barry Hugill reports

Thousands of teachers will today be filling in a time-sheet. For many it will be their first experience of a practice common in business and industry.

The sheets have been distributed by the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers to all their members in England and Wales. With them have gone a set of instructions as to how and why they should be filled in.

This is a joint initiative by the two unions representing yet another round in their skirmish with Mr Kenneth Baker over his imposed pay and conditions settlement. As part of that settlement the Minister decreed that teachers should be available for work up to 1,265 hours per year on not more than 195 days (of which only 190 will be with pupils). The 1,265 hours is usually called "directed time".

In addition, the Minister is insisting that each teacher "work such additional hours as may be needed to enable him to discharge effectively his professional duties, including, in particular, the marking of pupils' work and the preparation of lessons, teaching materials and teaching programmes".

The teacher unions are far from happy with the conditions but have had no option. They are insistent, however, that their members should not be "exploited" and made to work an excess number of hours.

The NUT and the NASUWT

OVERSEAS

Lycées creak under the weight of new pupils

French lycées are struggling to find teachers and accommodation for an extra 80,000 pupils this year but René Monory, the Education Minister, expects classroom conditions to be "satisfactory".

The country's schools have admitted an additional 25,000 children this year but there are huge variations within the system. For the second year running, nursery schools have seen a big drop in intake with 28,400 fewer infants than last year. Primary schools, on the other hand, with 50,000 extra pupils, are seeing their first increase after seven years of decline.

The intake of the colleges (lower secondaries) is, however, down by 90,000 - well over double last year's drop.

As usual, teaching and parent unions are less optimistic than the Education Minister about conditions this new school year, or *la rentrée* as it is called. They report that "tens of thousands of applications have been refused, in nursery schools as well as vocational lycées." They accuse M. Monory of resorting to "bluff and camouflage" and of having his mind on next spring's presidential election campaign rather than on *la rentrée*.

The biggest problem facing the Education Ministry is how to ensure enough places and teachers for the extra 80,000 pupils. Fifteen new lycées have been built but construction has not kept pace with the increase in rolls. Under the decentralization process begun in January 1986, the regions are now responsible for lycée building and maintenance. Many of the schools

FRANCE

Mary Follain reports on the logistical problems that the education system will face during the coming session

they have inherited are in a poor state of repair.

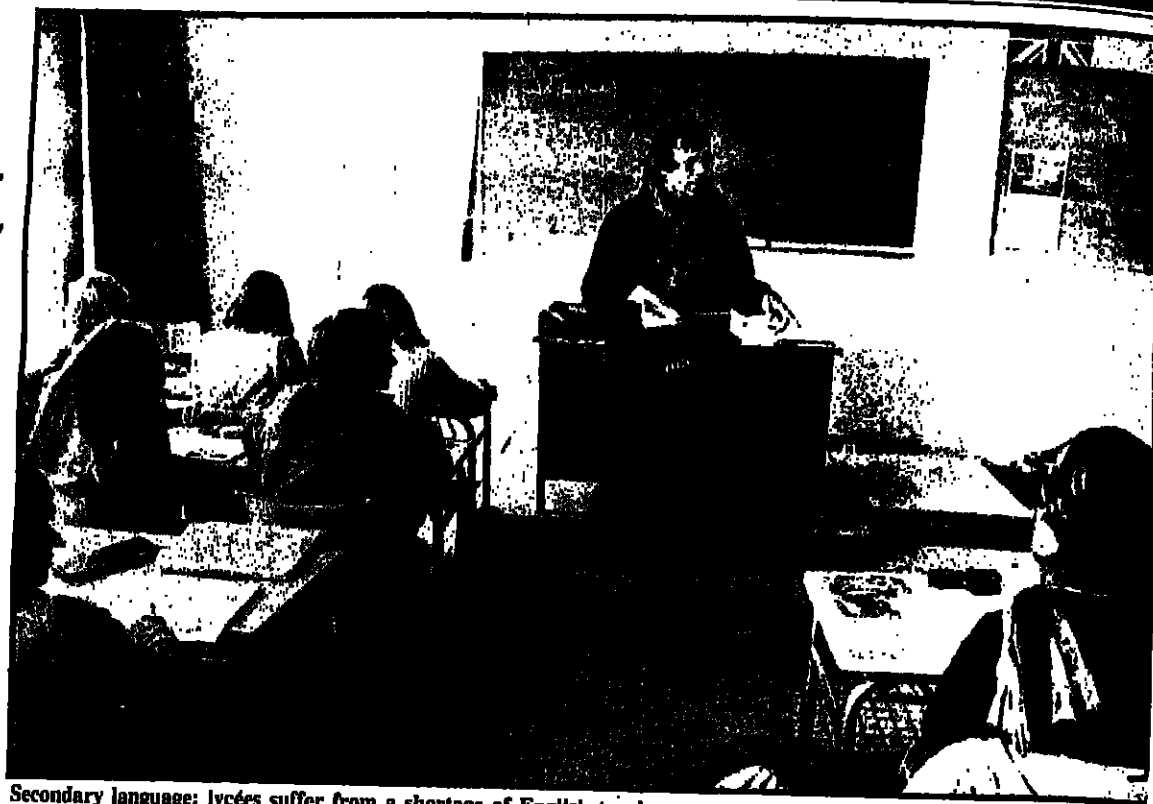
M. Monory has stepped up recruitment of both secondary and primary teachers and admits that salaries must be made comparable with industry's in order to attract more candidates. But this September's 3,300 new secondary teachers will not give sufficient cover, particularly in science, English and literature.

This summer the Ministry organized a campaign to recruit trainee primary teachers, giving publicity to improvements in salary and career prospects. As a result, there are now 30,000 candidates for 5,800 places in primary teachers' training schools.

Until last September, future primary teachers were recruited after the baccalaureate, but candidates now have to pass the *Deuxième Diplôme d'Etudes Universitaires Générales* after two years at university before they can apply.

Once established, they can now expect to earn a maximum of F9,525 (£950) a month compared with F8,631 in 1984.

Their career prospects have also improved slightly as this year, for the first time, primary schools will have



Secondary language: lycées suffer from a shortage of English teachers

8,500 officially designated heads or *maîtres directeurs*. Until now, the headteacher was like any other but had extra administrative responsibilities. M. Monory went ahead with the creation of a new status for them despite strong opposition from teaching unions, who feared the measure would deprive them of members, and teachers who thought it would be divisive.

The new heads will receive a month's extra salary with the title but some fear they will have to toe the Ministry line more than they did before. M. Monory had earmarked F2 billion to pay for increases in primary teachers' salaries.

Mme Michèle Alliot-Marie, junior minister for schools, is also spending F30 million on extra tuition classes of two or three hours a week for primary children with serious reading problems. She estimates that 20 per cent of first-year secondary children have difficulty reading and hopes to help a

third of them this year.

In lower secondary, the Ministry says it is continuing the reform programme begun under the previous socialist administration in 1984, to improve teaching and learning standards. This will now concern 75 per cent of the colleges and a report is due to be published this term.

When M. Monory took over from M. Jean-Pierre Chevènement in March 1986, he said he would not replace his predecessor's work with any major reform of his own, and he is keeping his word.

First-year secondary pupils started M. Chevènement's curriculum last year and second-year pupils are now beginning their new courses. They will have an hour a week of civic education which includes French institutions, racism and inequality. Fifth-year lycée pupils also have a revised syllabus, with most changes in French, maths, science, history and geography.

The Ministry is also continuing the

policy of relaxing catchment boundaries, giving parents a choice between several lower secondary schools and, more rarely, between lycées. For obvious reasons, the most prestigious schools are not usually included in the choice.

Some towns such as Avignon, Poitiers, and Clermont-Ferrand have no catchment boundaries at all, while others, like Versailles, Strasbourg, Rouen, Nice and central Paris are untouched by the experiment.

Later this term, M. Monory promises his "plan for the future" which he hopes will serve as a blueprint for education over the next 5 to 10 years. He has assumed M. Chevènement's aim to have 80 per cent of an age group educated to baccalaureate level by the end of the century. One of the most urgent problems he has to solve is how to find the estimated 400,000 extra teachers who will be needed over the next 10 to 15 years, in order to achieve that aim.

Strike calls follow university murders

COLOMBIA

Three university lecturers were shot dead in a single day in Medellín at the end of August. Sr Abel Rodríguez, the president of Fecode, the national teachers' union, accused right-wing paramilitary death squads of the killings. All three victims had been connected with left-wing politics.

The most prominent of the three, Sr Héctor Abad Gómez, 66, was a senior member of the medical faculty of the University of Antioquia in Medellín, and also president of the Antioquian branch of the Colombian Human Rights Committee. He had spoken out against political murders in Medellín, which has one of the highest incidences of violent death in the world.

He had also been selected as the ruling Liberal Party's candidate for mayor of Medellín in next year's elections.

Sr Abad died, along with a young colleague, Sr Leonardo Betancur Taborda, 33, while attending a memorial ceremony for the third victim of the death squads, Sr Luis Felipe Vélez, 41, who had been shot down as he arrived at the university that morning.

Sr Vélez had been re-elected president of the local branch of Fecode on the previous day. A short time before he had been publicly accused of sympathizing with left-wing guerrillas by the Antioquia brigade commander, General Rafael Padilla. Fecode immediately called its 180,000 members out in a 48-hour national stoppage in protest at the killings.

In the highly-charged political atmosphere the suggestion that somebody is in sympathy with the "subversives" is sufficient to bring the shadowy death squads into action, and the link between teachers and guerrillas is axiomatic in the minds of many conservative Colombians.

Seven lecturers and five students at the University of Antioquia have died violent deaths this year, 11 of them in the past two months.

Colombia is not at war, and is governed by an elected president of liberal leanings, Sr Virgilio Barco. But when he took office last year, he inherited a failed attempt by his predecessor, Sr Belisario Betancur, to "pacify" a country which has been wracked by civil disorder for most of its century and a half of independence, and particularly since the period in the 1940s and 1950s known simply as The Violence, when perhaps 300,000 people died in an undeclared civil war.

Among the legacies of that period are a number of armed groups dedicated to the overthrow of the two-party system that has traditionally dominated Colombian political life.

President Betancur's ill-fated attempt to end the fighting and bring the guerrillas back into the mainstream of political life was highly unpopular with the armed forces. A truce with the main guerrilla groups, signed in 1984, soon degenerated into sporadic clashes between guerrillas and army units, amid mutual accusations of responsibility.

As far as the guerrillas are concerned, the military never had any intention of respecting the truce, or of permitting the return to open political activity by former fighters.

President Betancur's great triumph was to persuade important elements of the Communist Party's armed front, FARC, to lay down their arms and form a political party, Unión Patriótica (UP), which contested the last elections. UP claims, however, that 816 of its members have been murdered in the three years since the truce.

A week before the triple murder at the University of Antioquia, gunmen shot Sr Pedro Luis Valencia Giraldo, a lecturer and UP senator.

The death squads made no secret of their determination to settle scores with former guerrillas, no matter what the President might arrange.

Michael Gibson

OVERSEAS

Schools rot as teenagers riot

SWEDEN

Chris Mosey on the problems of a welfare state that promises to care for its citizens from 'the cradle to the grave'

The result is that towards the end of the long summer holiday thousands of youngsters tend to gather aimlessly in Kungsträdgården, a royal park in the centre of the city.

Add a few dedicated troublemakers and an extremely nervous and notoriously incompetent police force and you have a recipe for trouble.

"Youngsters aged 14 to 18 simply have nowhere to go in Stockholm," said Anders Carlberg, leader of a project aimed at curbing violence among young people. "The politicians have decided that teenagers should stay in their suburban youth clubs, but the kids aren't interested. A few of us have been campaigning for a year for the provision of a meeting place for youngsters in the inner city."

Carlberg said the riots were a symptom of a deeper sickness in Swedish society. "What we've got now is a sort of apartheid of the generations," he said. "Adults and youth live in completely different worlds. Where are all the grown-ups when things are hitting up in the centre of the city? What do they know about their children?"

"The politicians seem to think that



Brought down: more than 140 teenagers were arrested on the sixth night of the Stockholm riots

the trouble is caused by underprivileged elements but the fact is that even well-adjusted kids are joining in."

Psychotherapist Binnie Kristal-Andersson, author of *Alaska Mig* (Love me), a novel about an alienated Swedish teenager, says flows in Swedish society lead to conflict between youth and authority. "People in this very structured and materialistic society feel that they have to wear a mask. There is little room for spontaneity."

She and other experts attribute the riots to young people feeling imprisoned in a basically sterile, largely loveless society, which takes care only of their material needs.

Meanwhile, *Expressen*, Sweden's leading evening newspaper, drew attention to what it describes as the "decayed" state of Swedish schools. In a campaign headed "Save the schools", the paper said textbooks

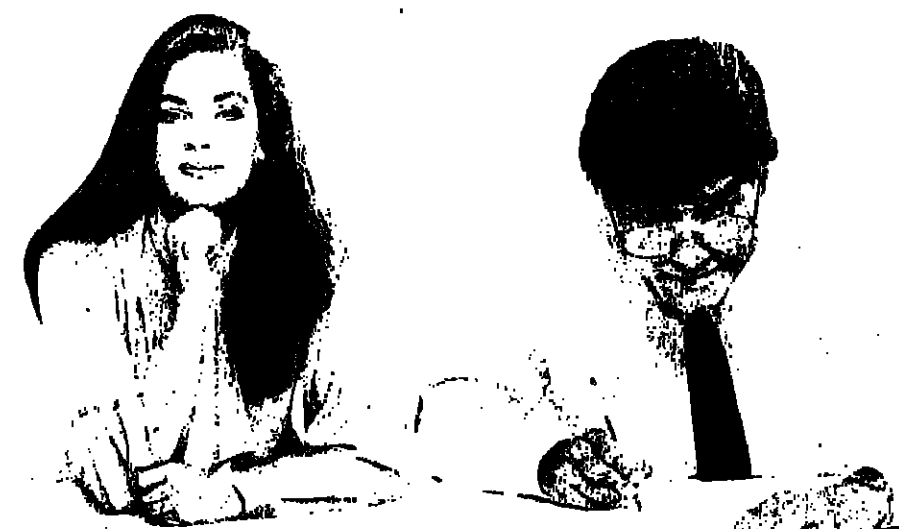
were out of date, described many classrooms as "slums" and claimed some schools were in such a bad structural condition that roofs were liable to fall in.

"The result is discomfort, truancy, vandalism and, above all, declining educational standards," said the paper. "Some pupils cannot even write, count or read."

A recent survey by another newspaper, *Dagens Nyheter*, revealed that more parents were removing their children from state schools to place them in Sweden's few private establishments with fees ranging from £2,500 to £6,800 a year. According to the paper, around 10,000 children now attend private schools.

Mr Jeremy Hanson, who runs Bladins, a private school in Malmö, Sweden's third largest city, said interest had increased dramatically in the past five years.

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Back on the yellow brick road

UNITED STATES

Christian Fundamentalists who object to the use of the Wizard of Oz in schools have lost their latest court case. Bill Norris reports

In a double blow to the Christian Fundamentalist movement, two United States Federal appeals courts have reversed lower court decisions which banned school textbooks on religious grounds in Alabama, and allowed parents to remove their children from reading classes in Tennessee.

Of the two, the Alabama ruling is considered the most significant. There, Judge Brovard Hand had held that 44 widely-used textbooks promoted the "religion of secular humanism" and banned them from state classrooms on constitutional grounds. His decision had caused a flurry of alarm in schools across the country, fearful that it would form a precedent for legal action by other fundamentalist parents.

The three appeal judges deliberated whether secular humanism qualified as



Fundamentally opposed: parents are seeking a ban on books that offend their beliefs

a religion or not. It was, they said, inconsequential, because none of the books complained of conveyed a message of government approval of humanism, or disapproval of theism. Their use was therefore not unconstitutional.

An attorney for the 600 evangelical Christians who brought the case described the court decision as "a blow to religious freedom". "It is clear," said Mr Robert Skolrood, "that Christians

no longer have equal standing before the court."

But Mr Arthur Kropp, executive director of People for the American Way, a liberal lobby group that supported the appeal, called the decision "just plain good sense".

"Judge Hand's ruling," he said, "was an injustice to American school children. Today's ruling rights that wrong."

The issue may not be settled yet. The losers are threatening to go to the US Supreme Court, as are the Tennessee parents who heard last week that an appeals court had rejected their contention that school reading books offended their Christian beliefs.

These fundamentalists will also lose the \$50,000 (£30,000) awarded to them in the lower court, after they had lodged more than 300 objections to books ranging from *The Diary of Anne Frank* to *The Wizard of Oz*.

The Supreme Court has already decided one similar case this year, striking down a Louisiana law which required schools to give equal time to the teaching of creationism and evolution. But many teachers and parents are worried that if the appointment of ultra-conservative Justice Robert Bork to the court is confirmed by the Senate, the balance of the bench may swing in the fundamentalists' favour.

Time travellers who would lose their way

America is a young country, but not quite so young as some of its students seem to think. According to a survey by the National Endowment for the Humanities, nearly a third of 17-year-olds believe that Columbus discovered the New World some time after 1750.

The dates of more recent events are even less well known: 68 per cent of the 8,000 teenagers questioned could not place the American Civil War within the correct half century, and 43 per cent could not do the same for World War I. American schools, concludes the study, are producing students with "staggering gaps in knowledge" of history and literature, teaching them how to think without giving them anything to think about.

The survey follows hard on the heels of a report by the American Federation of Teachers (FTS, September 4), which concluded that world history curriculums were woefully inadequate.

"By allowing the erosion of historical consciousness, we do to ourselves what an unfriendly nation bent on our destruction might do," says Ms Lynne Cheney, NEH chairman. "In our schools today we run the danger of unwittingly proscribing our own heritage."

To reverse a situation in which 84 per cent of students cannot identify the author of *Crime and Punishment*, and two-thirds do not know who wrote *The Canterbury Tales*, the report urges the replacement of "social studies" with a systematic study of history. It also recommends foreign language study at primary level, to include the history and culture of other nations.

"World competition is not just about dollars, but about ideas," writes Ms Cheney. "Our students need to understand our democratic institutions, to know their origins in Western thought. These needs cannot be met in a primary and secondary curriculum that

typically devotes no more than three or four years to history in a 12-year sequence. They cannot be met in a curriculum that takes a hit and miss - and mostly miss - approach to literature."

The report urges teacher certification by an independent professional body, rather than as the automatic reward for completing a college course. It also suggests that teachers should play a major role in the selection of books.

Much of the blame for the present situation is laid at the door of oversaturation by schools on the Scholastic Aptitude Test - the voluntary multiple-choice examination which forms the basis for university entrance. "Looming over our educational landscape," says the report, "is an examination that carefully avoids assessing substantive knowledge. Whether test-takers have studied the Civil War, learned about Magna Carta or read *Macbeth* are matters about which the SAT is studiously indifferent."



1. the state or quality of
excelling or being exceptionally
good; extreme merit; superiority

COLLINS DICTIONARIES
THE DEFINITION OF EXCELLENCE

COLLINS
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LETTERS

Science hangs in the balance

Sir - The gentlemen of the Secondary Science Curriculum Review seem perturbed. Perhaps it is annoying to have your fallacies exposed after a massive and expensive orchestrated exercise in publicity and political persuasion.

If you subtract the rhetoric, their argument seems to be that the present system of secondary science is a near disaster and that by adopting the ideas of "broad and balanced science" things will be much improved.

The HMI report for 1986 makes no particular mention of the quality of science teaching other than the general statistic that 70 per cent of classes I am sure that there are deficiencies in science education but perhaps the SSCR exaggerates.

Their "solution" uses the standard politician's trick of taking a complex situation with many relevant factors and pretending that just one is the key to the situation.

Fortunately, the relevance of "balanced science" as a solution has been tested. There is little new in education and some years ago there was a similar

vogue for balanced science. Some schools persisted but generally it failed through pupil, parent and employer opposition.

It is likely that in those schools where teaching is poor, too few pupils choose science, be it separate or balanced. In particular, the very importance of physics in industry means that it is hard to get physics teachers of adequate quality. Where there is competent physics teaching, boys and girls choose appropriately to their and society's needs.

The education support grants for 1988/89 have no funding for training specialist science teachers for balanced science. The national curriculum developments will have to be funded "broadly within the planned level of resources" (Mr Baker, TES, July 31).

The deficiencies of the present system will be swept under the carpet of broad and balanced science. Perhaps that is what Mr Baker wanted?

JOHN COOPER
137 Northway
Sedgley
Dudley



Seeking the solution

Narrow view

Sir - Mr Dick West (TES, August 7) is yet another who falls into the trap of believing that in order to teach "a fair amount of science to all, we can no longer afford the luxury of teaching a great deal of science to the select few".

It is precisely such views that have had such a devastating effect on our ability to produce enough students with sufficient specialist science knowledge to take up all available places at university and polytechnic.

It is the function of science teaching to do both. We need to "advance the cause of science as a part of our common culture" but not at the expense of reducing our specialist science teaching for the few.

The claim that there has been a "loss of faith by academics and industrialists" in the "specialist separate science A level curriculum" is spurious.

M O THOMAS
School head of physics
Pen House
Swine Hill
Hor Paxton
Grantham

Bad blood

Sir - Here in Australia, there has been severe criticism of the Japan Exchange Teaching (JET) program which recruits teachers from the United Kingdom, Canada, Australia, New Zealand and the United States for one-year teaching contracts in Japanese schools and government agencies.

The teachers' criticism arises from the high-handed and arbitrary way many short-listed applicants were treated by the Japanese programme coordinators.

The 158 teachers chosen for interview to fill the 81 positions allotted the Australian intake quota were informed a few days prior to their interviews that full medical examinations were required, comprising X-rays, blood tests, and physical and mental assessments. Many teachers ran around feverishly getting their reports, some at a cost of up to A\$200 (200), expecting that the costs would be reimbursed by the Japanese Government.

Most overseas employing agencies, whether government or private, normally pay all costs associated with short-listed interviews unless explicitly stated otherwise, so it was not unreasonable to assume reimbursement for this new and hoc requirement. A lot of bad feeling was created, however, among both the eventually lucky finalists and the unsuccessful to discover that the Japanese Embassy denied any liability.

Feelings were not assuaged to find that in fact some applicants had just been told, on objecting to taking random X-rays and blood tests without any pressing medical need, just to get a less costly physical. Others were told not to bother getting any reports if they did not feel like it.

The truth behind the whole dithering affair turned out to be quite ludicrous. Apparently, a report on the JET programme had appeared in a Japanese newspaper, and later in the Sydney Morning Herald which stated that the mental and physical capabilities of foreigners to withstand the rigours of life in Japanese communities was in question.

Thus, the last-minute decision by the authorities as a face-saving means of defusing the newspaper criticism.

A bad taste has been left by the whole business, a factor which will not help the recruitment program for 1988.

Many teachers feel that they have been unfairly treated, and the insensitive defence by the Japanese Embassy that many of the complainants are just poor losers has not improved their mood.

These teachers feel that they were just used in what turned out to be, effectively, an expensive job lottery. Perhaps this letter may help to prepare UK teachers interested in the 1988 JET program for what may turn out to be an expensive letdown.

HILDA QUINN
4 MacDonnell Street
Yarralumla
Canberra
Australia

LETTERS

Counting on Cockcroft to make maths enjoyable

Sir - I was appointed as head of mathematics at my present school nearly six years ago, just before Mathematics Counts was published.

Needless to say, Cockcroft's report, findings, and recommendations have been very important in my work since January 1982. I would like to pick out just three points from Cockcroft which I believe the Government's statements and publications this summer are wilfully ignoring.

1 Cockcroft recommended that between 1/2 and 1/3 of curriculum time be allocated to maths (para 486-490). The consultation paper on the national curriculum recommends 10 per cent (a reduction of between 20 and 30 per cent). At a time when mathematical skills are increasingly important and sought after at all levels of society, this seems a strange suggestion, to say the least.

2 "All pupils are to sit a GCSE or equivalent in maths." As GCSE is to be at least as difficult as the present O/CSE examinations and Cockcroft found that in 1979 only 68 per cent of all leavers gained a grade result in O level or CSE (para 195), presumably approximately 50 per cent of our pupils are to be prepared, and entered, for an examination in which they have little hope of gaining a grade.

This does not seem likely to be an uplifting mathematical experience for these pupils.

3 Perhaps the most famous paragraph of all (para 243) suggested a widening of the elements of mathematics teaching to include: discussion, prac-

tical work, problem-solving, and investigatory work, as well as exposition and practice.

The proposals for testing at 7, 11, 14, and 16 with "targets sufficiently specific to be easily assessed" do not bode well for the less easily assessed areas of the maths curriculum (in my experience precisely those elements listed above).

The proposals as put forward by the Government are likely to add up to a narrowing of the mathematics curriculum and a diminution of the enjoyment many of our pupils are now showing in their mathematics.

Enjoyment is the key to changing the public attitude towards mathematics, and until this happens we will be consistently short of mathematicians.

M TURNER
4 Wretford Road
Wath
Somerest



Live studies: home economics pupils learn about electricity

pupils. They have produced a document that is totally impractical and unrealistic and are obviously hoping that the September 30 deadline set for comments will not give teachers time to reply.

I hope that there are sufficient home economics teachers who feel strongly enough about the threat to their sub-

ject to write to Mr W Harris, Schools Branch 3, DES, Elizabeth House, York Road, London SE1 7PH. Our subject cannot be allowed to disappear.

JANE YOUNG
Head of home economics
Tonbridge Girls Grammar School

Hard to swallow

Sir - I have recently had the occasion to meet a delegation from the Council for National Academic Awards in connection with a review of the BED (Hons) degree at Leeds Polytechnic, as a result of which I came away feeling that four years' hard work had been a total waste of time and energy.

My main subject is home economics, and over four years at Leeds Polytechnic I have been taught to promote home economics as the most vital subject on the curriculum and not the subject it may once have been: cooking and sewing, exclusively for girls!

The CNA, which validates this course, obviously needs a few lessons in home economics, as well as in manners.

At this meeting, when the craft, design and technology students explained that their examination work was displayed for assessment, the CNA representative turned to the home economics students and said the immortal words: "I suppose you eat yours?"

How can I, as a teacher, be expected to promote home economics as an exciting, updated subject if those in authority are not prepared to support me as a pioneer in the classroom?

It appears that the CNA do not know the syllabus of their own course. I would welcome comment from other readers.

CAMORTON
2 Hillside Avenue
Fartown
Huddersfield
West Yorkshire

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TALKBACK

PEER TUTORING

Premixing the sixth

Mike Booth

"If only you had learnt the basics properly, you would have done much better." I kept saying to my lower-sixth physics class as I interviewed them after their March exams.

"If there are still things that you don't understand then you'll have to see me after the lesson," I told my fifth-year revision class.

Then it occurred to me that if I could use the lower sixth to help the fifth form work through past papers, then they themselves would have to learn some of the basic physics that they seemed to have forgotten from last year.

I asked the sixth form to give up one private study period (of one hour) per week to come into a fifth-form class to help them with past papers. They reluctantly agreed to give it a try.

The fifth-form class (26 pupils) were given a paper to attempt for homework - it was marked, and returned to them at the start of the lesson as the sixth-formers arrived. The 10 sixth-formers had also prepared answers to the same paper.

In allocating sixth-formers to groups, I tried to match up students of similar personalities. I also matched up boys with boys and girls with girls.

We ended up with groups of twos and threes for the boys and threes and fours for the girls. I expected it to take a lesson or two before the two age

groups started to feel at ease with each other, yet within 15 minutes the room was a buzz of conversation (about physics) with everyone seemingly slotting into their role quite comfortably.

In another lesson, I prepared model answers for the sixth-formers to a different past paper. This time, the sixth-formers acted as markers, as they went through the answers.

On another occasion the sixth form helped mark a multiple-choice paper that the fifth years had done and then spent time in the lesson discussing the questions that pupils had got wrong. In all the sixth-formers helped out over a period of six weeks.

At the end of the exercise, I presented both groups with a similar, short questionnaire.

Most (78 per cent) of the fifth-formers found the sixth-formers helpful. Two-thirds (66 per cent) of the sixth-formers found the exercise helpful in learning basic physics.

None of the sixth-formers had really

wanted to do this beforehand, yet only 30 per cent said afterwards that they had not enjoyed it, and 80 per cent thought it would be worth while doing again next year. Of the fifth-formers, 91 per cent said they enjoyed it.

Two-thirds (66 per cent) felt that this was a better way of revising than either on their own or with the teacher.

It became apparent to me very early on that, unwittingly, I might be helping to solve another problem. Relationships between upper and lower sixth-form pupils tend to be strained at the start of the autumn term as the older sixth-formers protect their territorial rights in the common room, and generally "lord" it over the influx of "freshers".

Perhaps this is hardly surprising as we expect students in the sixth form to do what they have had very little chance to do lower down the school - mix with pupils outside their own year-group.

All the sixth-formers involved said

they thought that, by doing the tutoring, it would help them mix more easily with next year's incoming sixth years and three-quarters of the fifth-formers thought that they would find it easier to mix with the upper sixth next year.

There seemed to be a strong correlation between the few fifth-formers who did not find the tutoring useful, and those sixth-formers who had not enjoyed doing it. "They did not explain the answers clearly" was a comment by a fifth-former referring to his sixth-form helper. That same sixth-former had himself said: "It was a waste of a free lesson plus preparation time at home."

Perhaps the proof of the pudding is still to come. Will the fifth-formers do as well in their 16-plus exam, maybe even better, than expected? Will the sixth-formers show a greater understanding of the basics in their next exam?

Or does it matter? What now seems to me to be more important is that the students have had a chance to try something a bit different. It helped pass those boring few weeks of exam revision and it might help them to work together better next year in the sixth form.

Mike Booth is head of physics at Hirst high school, Ashington, Northumberland.

ENGLISH STANDARDS

Trojan war

Peter Mullen

I see that the National Association of Head Teachers has told the Kingman Committee on the teaching of English that it rejects Mr Kenneth Baker's attempt to discover "a standard model" of the English language. Instead, they want to "develop appropriate models for different situations". It seems to me that we might usefully say to Mr Baker and to the NAHT that anyone who talks, as they do, about our language in terms of "models", "structures", "norms" and "appropriate variables" (thereby immediately casting doubt on his own competence to teach it).

The NAHT says: "It would be positively harmful to start testing grammatical rules in any formal and regular way". Why? Because "... norms and structures of English are not ends in themselves". Agreed. But the seven times table is not an end in itself, neither is knowing the atomic weight of potassium nor the Second Law of Thermodynamics. What we may say, at the very least, is that our efforts to learn arithmetic, chemistry and physics respectively are not impeded by an understanding of these.

The tediously expressed ideology of the NAHT shows that the antinomian Trojan Horse first wheeled into the education establishment in the irresponsible sixties still has a very powerful kick.

Of course, no one becomes a master of English by parsing alone, though such as T S Eliot - who knew more about the intolerable wrestle with words and meanings than even Her Majesty's Inspectorate - regarded an acquaintance with the rules that determine what will go into ordinary English as absolutely necessary not for mastery but for competence.

The NAHT says that language is "a dynamic entity", though I will remind them that Thomas Crumb said it is "a living thing" - and not, therefore, something which is amenable to a mechanistic approach. Well yes, but it helps to know the rules before cheerfully breaking them: the alternative is anarchy. Anarchy in language is Babel, which, listening to how we mis-speak in the street, and to the un-English jargon and ugly talk of educational "professionals", is just about where we're at.

In no other subject except English would anyone dare to suggest that proficiency is attained by ignorance of the basics. People who do not know their adverbs from their adjectives cannot write creatively or competently. And let us notice that creativity is not something radically different from competence - as if we could be "creative" without being "competent": creativity is competence at the highest level.

Yes, there are ways of becoming competent in our mother tongue which do not involve the rote-learning of the less interesting, grammatical features. But it is instructive to note what these ways are: they involve the assimilation of those living things the classics of the English language: Shakespeare, the King James Bible, the Prayer Book, Donne, Swift, Pope, Miss Austen and the Eliots (G and T S). These are precisely the texts which are all but ignored by the schools' English departments who make Shakespeare "optional" in GCSE, preferring well to wall Peter Terson and the socially-aware poetry of "The New Beats" and the Rastafarians.

There is still the ivory tower of A level, of course - though even here the ivory is more likely to turn out to be plastic. The high-flyers still study Gibbon and Shakespeare, but it is thought to be "elitist" to offer these pearls before the poor, from the inner city; they must be given something more "relevant", more "accessible".

And that is the worst form of "egalitarian" snobbery. The poor and the down-trodden - or as the new vanguard has it, "the disadvantaged" - are those who stand to gain most by coming to know the difference, in English, between good work and bad. Unfortunately, the educational establishment insists on taking away from him that hath not, even that which he hath - the chance of a decent schooling in his native language.

Peter Mullen is vicar of Tookwith with Bilton, York.

FEATURES



1805: the nation mourned the death of Nelson at Trafalgar

Some of our yesterdays

The introduction of a national curriculum will be one of the biggest and most controversial changes in education this century: 1988 is likely to figure in the history books alongside 1870, 1902 and 1944.

There is now no point in continuing the arguments about whether this initiative is an unwelcome attempt to put the school clocks back and the Historical Association has deliberately chosen to concentrate upon responses and proposals which aim to be constructive, even if they are sometimes also questioning.

We accept that a high degree of prescription is likely but that does not need to include pupil testing at 7, 11, 14 and 16. The association opposes mechanical, nationwide subject attainment tests, though the monitoring of age and ability related targets may be acceptable.

Wide agreement already seems to exist that boys and girls should be taught historical skills. This means teaching them how to evaluate historical evidence; how to trace the workings of change or continuity over time; how to appreciate the perspectives of people in the past, of differing cultures as well as of different generations; and finally, how to express historical arguments both in writing and verbally. Unfortunately, opinions differ among teachers and others about the extent to which the contents of school history should be standardized; and even if so standardized, about what should be included and what left out.

One important question must be how much British history to include? The Historical Association believes that the study of the history of our children's own country, seen against a European and world background, should always form a significant part of history in school.

Admittedly, excessive emphasis upon national history has been used at times to excite militant nationalism in some countries. But our young people need to be made aware of the origins in history of the national institutions and issues which will influence their lives, and in particular of the shaping of those influences during the 20th century. Within two years of the end of compulsory schooling, these same boys and girls will become full citizens with the right to vote.

In its leaflet, *History of Life* (1986), the Association proposes that during secondary school years four and five all pupils should study a 20th-century history course focused on the British experience. The suggested course sets out to explore seven themes - population movement, national and international; Britain's changing position in the world; economic trends; the growth of democracy, national and local; the rise of trade unions; welfare policy; and social cultural developments.

For the 5 to 14 age group, the Association recommends that a total of 450 hours over nine years should be divided between local, national and world history. The proportions devoted to each should be: local, not less than 10 per cent; national and world, both not less than 30 per cent. This would leave 30 per cent of history time for allocation at discretion. The Association believes this mix offers the right degree of flexibility for both teachers and children.

The Association also argues strongly for a

The Historical Association is to hold a series of meetings to discuss which aspects of our past should be included in the compulsory national curriculum. Donald Read and Martin Roberts introduce here the Association's version of what should go down in history.

History 5 to 14

The Historical Association wants 30 agreed major themes in British history in five sections:

Early invasion of the British Isles
Britain on the edge of Christian Europe
Powerful monarchs, religious conflict and an emergent Parliament
Britain becomes a strong commercial nation
Victorian Britain

and 30 themes of World history in five sections:

The earliest civilizations
Diverging experiences AD 400 to 1400
A shrinking world
A world increasingly dominated by Europe
Industrial, scientific and technological change

blend of political, social, economic, cultural, scientific and technological history. Not just kings and queens at one extreme: not history with all rulers ruled out at the other.

The Association assumes that an agreed list of themes will be produced to delimit both the national and the world history to be studied as far as the end of secondary year three. For purposes of discussion, the Association has published lists of themes for both British and world history: 30 themes in each case, grouped into sections and ranging from the beginnings of history to the end of the 19th century (see above).

Such a range would take pupils appropriately up to what Professor Geoffrey Barraclough once defined as the start of "contemporary history" about 1890. Pupils would then be ready to study some contemporary history - including perhaps the 20th-century British course already mentioned - during their final two years of compulsory schooling.

Obviously, the character of any history courses for 14 to 16-year-olds will depend very much on whether they are compulsory or optional, and on the time allowed for them. But the Historical Association is sure that boys and girls should not leave school without knowing something about the making and the makers of the contemporary world. They should be aware that Lenin, Hitler, Stalin, Mao Tse Tung and others have left legacies in history which are likely to be felt throughout their own lifetimes.

An important aim for history as a foundation subject must be the encouragement of pupils to draw in their minds a clear and coherent "map of the past", as HM Inspectorate "Vigilance" in its

stimulating survey *History in the Primary and Secondary Years* (1986). A mastery of chronology is obviously vital if such a map is to be drawn. How that mastery should be achieved and the ways in which the agreed themes should be presented, and to what ages, will need thorough discussion, not least between primary and secondary teachers.

Whatever history comes to be taught in the later years of compulsory schooling, it must build on what has already been studied during the earlier years. There is no time for repetition. The complaint is still heard that young Johnny has done the Ancient Egyptians (or whatever) twice over. The introduction of a national curriculum provides a welcome opportunity for planned progression from primary to secondary and from first through middle to upper schools.

Uncertainties and contradictions remain, both within the Historical Association's own proposals and within those outlined in the Government's national curriculum consultation document, published in July. That document suggests that all pupils might take history during years four and five for 10 per cent of timetable. But the same document equally makes it possible for pupils to drop all history in favour of geography. Or they might study "history/geography", a hybrid not further defined.

If, as the Government's consultation document appears to leave possible, history and geography were to divide 10 per cent of timetable between them, such a division might be arranged on a modular basis. The Historical Association's suggested 20th-century British history course for 14 to 16-year-olds could be arranged as modules that could be combined both with other history modules (in, say, world history or local history), or with modules in other disciplines.

The consultation document speaks of "subjects"; but many teachers have grown used to subsuming these under some umbrella label such as "humanities". The Historical Association is co-operating in an exploratory project with the Economics, Geographical and Politics Associations.

All these aspirations and doubts will be voiced at a round of regional conferences organized by the Historical Association. The hope must be that a range of practical suggestions with strong support will emerge.

The Historical Association has been accused of being Mr Baker's poodle. It prefers to picture itself as a St Bernard, bringing the vital refreshment of argument to an essential school subject.

Donald Read is president of the Historical Association and Martin Roberts is head of Chervell Upper School, Oxford.

The Historical Association has arranged conferences on September 19 at Hastings and Reading; on September 21 at Leeds; on September 26 at Bristol, Cambridge and London; on October 3 at Durham, Hull, Liverpool and Nottingham; and on October 17 at Birmingham. For further information, contact Adrian Allen, Historical Association, 39a Kennington Park Road, London SE11 4HN. Telephone 01-733 3901.

Peacemakers

Can schools protect us from Hungerford-style killings? asks Bill Lockwood

Could media studies and peace education prevent another Hungerford? Probably not. It is, nevertheless, regrettable that it has taken a tragedy of those proportions to re-open the debate on the relationship between fantasy violence and actual violence, to reconsider the type of personality most likely to lack emotional controls.

Although it was the scale and nature of the crime which caused the initial headlines, consequent debate among television executives, politicians and others has been fuelled by the belated, and possibly guilty, realization that Michael Ryan may have been an extreme case of the behaviour which many young people are prone to; behaviour nurtured by seductive and gratuitous images of violence.

There can be very few teachers who have not experienced pupils with a tendency towards Rumbold-style posturing; indeed, young people with a highly developed macho image in Hungerford would appear to be among those finding it most difficult to cope with the aftermath of the tragedy. *The A Team* and *The Equalizer* were two most popular television programmes with at least one of my classes last year, and are also two of the most violent on television.

Fortunately, the mania for ultra-violent videos such as *Driller-Killer* appears to have subsided in the last few years, but their desensitizing effect can still be apparent in much pupils' writing. Hence, a great deal of vital work has been done in recent years to help pupils become discriminating viewers, and become sensitive towards, and critical of, the very powerful messages that television and film impart.

Similarly, Hungerford has focused attention on the psychological effects of being a loner; of being bullied at school; of feeling powerless and therefore needing a prop with which to hit back. Any school which has paid due regard to its hidden curriculum has, of course, considered the extent to which the whole life of the school reinforces or discourages such factors, and whether the values of the school promote peaceful attitudes and behaviour.

It is from such consideration as these that peace education, much maligned and misunderstood, has fought to promote caring and constructive attitudes in young people. Two aims of the Avon County Council Peace Education programme serve as useful reminders of priorities.

□ "to encourage attitudes that lead to a preference for constructive and non-violent resolution of conflict"; and

□ "to help pupils develop the personal and social skills necessary to live in harmony with others and to behave in positive and caring ways".

These aims are shared by the vast majority of authorities which have fostered peace education in their schools, either as a curriculum topic or across the curriculum.

No one surely, could question the desirability of such initiatives or the educational, rather than purely academic, benefits to be derived. The great danger is, however, that with the advent of the national curriculum fewer and fewer teachers will feel they have the space for them.

Constraints which could stand in the way of such developments are many. Not the least is the effect of a ten-subject foundation curriculum accounting for up to 90 per cent of teaching time and leaving little time for, as one DES source quoted in *The TES* recently put it, "clutter such as peace studies".

In addition, a subject such as English, alongside which media studies can find a natural spot, may become rigidly confined within a utilitarian framework of the Kingman committee's devising.

What is absolutely certain, however, is that pressures on the curriculum, political and practical, are such that peace studies and media studies are likely to be squeezed out unless safeguarded by those teachers whose natural enthusiasm and commitment has promoted their growth. They will not survive if teachers are required to adapt to a functional, skills-based training system rather than an education system which, as at present, places significant emphasis on its social as well as academic obligations.

When assessment is King, the impact of the hidden curriculum and the importance of planned methodical approaches to enhance social learning could too easily become disregarded. The consequences are only too clearly highlighted by the events of the last few weeks.

Bill Lockwood is head of English at Woodford High School, Cheshire.

COMMUNITY SPORT

Scratching the surface

Norman Elise

We were provided with a splendid sports hall when we were recently reorganized as a community college and had to find a way of maximizing its use throughout the year for the benefit of the whole community. So we set up a self-financing scheme to provide physical education and sport and recreation under a single banner.

The head of physical education (Scale 3) was appointed head of community sport (Scale 4) with an overall brief to manage all sporting facilities, plan a balanced programme and promote activities in the community at large.

The promotion of the head of PE meant a reduction to half a timetable in the college. The money for this, the salary of an administrative assistant and an extra half-teacher in the college, had to be raised from charges to use clubs.

A sub-committee of the governing body was formed to manage the sports hall outside school hours. The setting of fees caused considerable anxiety as we were in an area where people have been brought up on cheap, locally grown carrots and potatoes - and where a 50p increase in subscription can cause heated debate and a possible loss of members. However, initial grumbling faded as the public gradually recognized they were getting a good deal.

The scheme was marketed successfully. The head of community sport was already well-known to many of the sports clubs in the town and our local newspaper was helpful in allowing us a weekly column on the sports hall.

All the college's sports facilities have been made available for use for 48 weeks a year, with the indoor facilities used throughout the school day for school activities and between 6pm and 10.30pm in the evenings, at weekends and in the holidays.

All the facilities, particularly the sports hall, are used heavily from September to April for a wide range of

activities.

Juniors have been well catered for: many clubs run their own junior sections (a policy we have encouraged through financial incentives) and facilities have been made available to them every Saturday morning and every holiday period.

The public has access to casual use sessions in at least one of the facilities every evening, at weekends and during the holidays. Evening classes have run on three evenings a week and short courses in a variety of activities have been organized on an occasional basis.

Groups and organizations have hired facilities to stage major events, an important factor when one is trying to give the college a high profile in the community. The Sports Federation has made it possible for users to be involved in decision-making. Its elected committee has met twice each term; its views, recommendations and requests have then been taken to the management sub-committee for approval.

Good progress has been made in developing responsibility among the users. Permanent supervision by college staff is impossible, and each group has had to be aware of its responsibility for equipment care, safety and security.

The head of community sport has been available some time most evenings and public sessions have been supervised by a rota of volunteers drawn from the users. Junior club sessions have been organized, supervised and coached by adults within a club. And more courses have been run by members of the community with the necessary expertise.

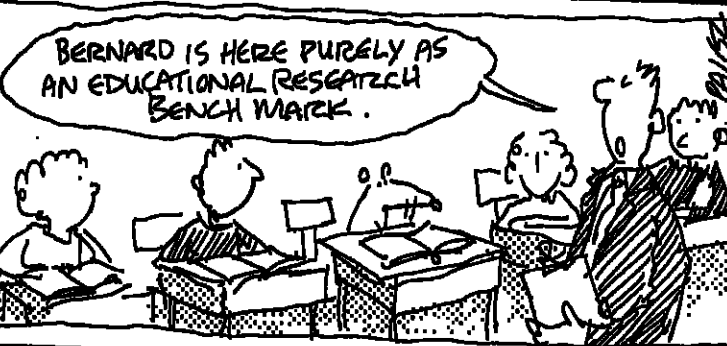
One of the early anxieties concerned equipment replacement. Since the start of the project, in addition to the capitation allowance, more than £3,000 has been spent on the purchase and maintenance of small equipment - much has been bought on a 50-50 basis with the group requiring most use of it.

There have been problems, but most have been mundane. Inadequate cleaning has been one. Of far greater importance, however, is a concern which the scheme's success has highlighted.

In this country we desperately need a flexible system of education to allow provision for the needs of the whole community. The success in community sport has served to show that we are only scratching the surface in other areas. That must change.

There are also far greater demands on a head of community sports than the traditional head of PE and ours will certainly not be offered any more money. Perhaps he would accept a bag of carrots?

Norman Elise is principal of The Need-Wade Community College, March, Cambridgeshire.



TEACHERS AS RESEARCHERS

A new partnership?

Katy Simmons

Teachers are often wary of educational research. They feel that it is remote from the classroom and rarely answers their questions. They suspect also that research demands familiarity with complex statistical procedures and therefore is not for them.

Attitudes change rapidly once teachers begin in-service work. It is rare to find any award-bearing course, however short, that simply requires passive attendance at lectures. Students are more likely to find themselves identifying a school-based project that requires gathering data in their own classroom. Their work will probably include a variety of research methods such as interviews and classroom observations as well as more traditional research techniques. Despite their initial misgivings, they soon find that they have made the transition from teacher to researcher.

When teachers cross this dividing line, the benefits to their schools are enormous. Three recently-completed projects at my own school illustrate how a research project can influence classroom practice.

■ A PE teacher, using questionnaires and video material, monitored and analysed the integration of severely handicapped pupils into his mainstream gym lessons. The data he gathered showed that what children said about integration was not always the same as what they did, when in contact with their handicapped peers. The integration project continues in an improved way, as a result.

■ A special needs support teacher set up a small-scale experiment to look at the best way for parents to help their children with reading. She showed that it did not matter what parents did; as long as they were involved at some level. She now offers suggestions to parents who want to work with their children.

■ A deputy head looked at ways that parents could help their children with maths. Through a controlled study, he found that maths games played at home improved children's work. As a result, he has prepared a video and booklet to give parents confidence to help their children with maths.

None of these projects had previous

research experience, but all were able to set up and follow through projects which brought about positive changes in their schools. All reached a wider audience through subsequent publication in professional journals.

What will happen to research projects like this under the new arrangements for in-service funding, when opportunities for longer course have been reduced? It is important that local authorities should include opportunities for teachers to evaluate their innovations.

New INSET arrangements offer schools great opportunities to set up in-house research projects, and for teachers to become, on occasion, researchers within their own classrooms. But to do this, teachers need new skills. These are not necessarily the traditional skills of library-based or "research methodology" courses, but rather skills which will enable them to record and evaluate what is going on in their own classrooms. Classroom practice thus becomes data which can be evaluated, compared and monitored.

For classroom-based research to begin, teachers need training in observation techniques and in other ways of gathering data. It is in this area that the traditional providers of INSET, the colleges and polytechnics, can offer considerable expertise.

GRIST offers great opportunities for a new partnership between higher education and schools. No longer will teachers be "going on courses" to remote institutions. Instead, staff from those institutions will be working with teachers on research projects based in students' own classrooms. Such research projects are essential at a time when so much change is taking place, when who better to evaluate change than the teachers?

A new partnership between schools and higher education is potentially very valuable to both partners. Schools will benefit from relevant, soundly-based research and higher education will benefit from close involvement with the real needs of schools.

Dr Katy Simmons is senior lecturer in the School of Education, Oxford Polytechnic.

FEATURES



Teachers, heads, chief education officers and academics have all had a great deal to say about records of achievement and what they can do for pupils. But the pupils themselves have had little opportunity to put their views. Yet, it is they, in the main, who are supposed to be the beneficiaries of this innovation.

Our research provides what may be the first systematic evidence on the impact of records of achievement on pupils: evidence that raises not just minor technical problems about such records, but profound questions about their basic purpose and prospects within the existing secondary system.

Secondary pupils spread right across the ability range were interviewed in four secondary schools of different types (including a special school). These schools are in a local authority which is in the forefront of developments in records of achievement, and in one of the nine pilot schemes supported by the Department of Education and Science.

The relatively open-ended approach to records of achievement adopted in these four schools involves the use of personal diaries as a basis for one-to-one discussion between pupils and their teachers. The pupils, in small groups, were interviewed informally, about the use of their diaries.

The interviewer was an experienced teacher from another school. This proved to be important in fostering the openness with which pupils felt able to give their views. They commented on it and for reasons that will soon become clear, they would not have spoken to their own teachers like this. Many teachers and developers of records of achievement may therefore be unaware of the sort of pupil reactions we document here. In most cases, pupils do not want to risk telling them.

This research did not set out to unearth major problems in records of achievement. It simply intended to identify the kinds of support that pupils, especially those with speaking or writing difficulties, might need during the recording process. We did not hunt for the criticisms the pupils made. But when they came, we felt they were so trenchant and articulately put that they could not be ignored. Teachers and schools, it seemed to us, needed to hear them.

At the heart of virtually all the interview responses was the issue of trust. If integrity and openness in the recording process is to be protected, this requires trust and respect in the broader relationship between teachers and pupils. If teachers are not trusted, the recording process will have no worth or validity. Little of significance will be written or talked about. This is evident in the comments pupils made about the use of diaries within records of achievement, and they clearly do not trust their tutors, or even their own motives, and edit what they are writing accordingly.

While anything that's too deep, 'cause, I think they'll like it... (the girl's conversation)

Closed encounters

Pupil reluctance to reveal their true experiences may render records of achievement of 'minimal educational value' Paul Phillips and Andy Hargreaves find

concern, I'll have to tell your mum about that".

I think one of the reasons why we didn't put much in the diaries was because you don't really put down anything... that reveals too much about you or anything...

It boils down to that you can't trust anyone but yourself. You might as well not write it down, so you might as well keep it all up there (points to head). That way, nobody knows, so it doesn't matter.

Teachers may not just use this evidence against pupils personally, it is felt, but might share this knowledge with their colleagues too.

No men teacher can read it. If there were personal things about teachers, they would gossip. Women teachers wouldn't. You don't see female teachers hanging round gossiping like you do the men teachers. They stand there for ages talking and gossiping about us.

Say if they read it—for example, if I wrote something really important, see—if they read it and tell all the teachers; that's why I don't like teachers reading it.

All teachers talk to each other. I saw a whole load of teachers—there must have been eight—sitting round there, cups of coffee, cigarettes, nattering about one person.

Pupils have strong perceptions of how such gossip among teachers might work to their disadvantage; how personal recording might have negative, even punitive consequences for them.

I mean, they might criticise you for what you've put in it, because, say, like I put in "Social Studies - boring", they'll say, "Well, why is it boring?" and start shouting at you, just because you put "Social Studies - boring".

I once wrote down some rules for teachers like turning up for lessons on time, and not being sarcastic, and after the teacher read it, she told me off for being cheeky!

For these sorts of reasons, despite the rhetoric of negotiation, change and partnership that underpins decent developments in records of achievement, many of our pupils clearly believe, justifiably, that

advantageous to make critical remarks about teachers, teaching and what is taught. For them, the curriculum still remains non-negotiable.

It's the sort of thing you think but you're not going to write it down. You're not going to say to a teacher that, "I find French boring because it's mixed ability and I don't like that sort of set-up", because it's not up to us what we like.

Where these perceptions are dominant, pupils find it hard to see that personal recording might serve as a basis for negotiating changes in curriculum and teaching through their teachers, but can see it only as yet another device for "keeping tabs" and "checking up" on them.

I think they really want to know what you think about the lessons just to check up on us.

It's not for the teachers. It's to check up on you. That's why hardly anybody writes anything.

(You record) the lessons and the work you are doing, that's all. You don't actually talk about your personal life. You try to avoid telling them too much. They're just trying to find out about you as much as possible.

For pupils such as these, the one-sided character of the normal classroom relationship where it is teachers, not pupils who ask all the questions, and teachers, not pupils who evaluate the answers, carries right through into personal recording. While diaries might in theory be the pupil's property, they are too often treated as public property.

Our teacher... wants to look at everybody's and I don't think that's right.

But some teachers, if they say, "Oh, would you like to read something from your diary", and you say "No" because you feel embarrassed, they just make you speak something from it.

The teacher makes comments in front of the whole class about you, about your personal life like "Oh, Susan said this about herself" it's not fair, 'cause we don't make comments about each other.

Most tellingly of all, perhaps, pupils often grasp the fundamentally one-sided nature of the teacher-pupil relationship:

They ask us personal questions, but if we ask them back, they think you are being rude.

These remarks portray the abject failure of their schools and their teachers to win their trust and respect. Without that, these pupils seem to regard diary keeping as at best a meaningless and irrelevant activity; at worst a threatening and intrusive one.

There are, of course, exceptions to this. And they are instructive exceptions too. For when particular teachers have managed to build a more open, trusting and mutually-respectful relationship with their pupils, which the pupils themselves recognize, those pupils do come to see very different and much more positive possibilities in recording and discussing personal experiences and achievements of the kind the developers have intended.

I don't mind showing Mr X because he never does show anyone.

I'd let her look at it 'cause I know I can trust her and she won't tell anyone.

I think if he had seen it (the diary), he'd just try to make it so you did understand it and you did like it. But if everybody else liked the way we were doing it and I didn't, then it would be difficult because he couldn't change the whole lesson just for one person. But he would try to make it so that you could do it.

What you put in your diary, then, can work in your favour, or it can work against you. As one pupil put it most succinctly:

It's really a gamble. If you show them, they might lean on you like anything. Or they might improve. You've got to take your chance really.

Most pupils are not prepared to take that gamble and open their hearts and minds to a community of teachers they do not trust; to teachers who, in their view, might gossip about them, check up on them, even punish them for things they might record.

We believe records of achievement can improve and enrich the teacher-pupil relationship in secondary schools. Our own evidence suggests, however, that one-to-one personal recording and reviewing is likely to have only the most minimal educational value until more trust, openness and respect can be injected into teacher-pupil relationships in general. If pupils are to change, to open themselves out, their teachers must do this first. Our evidence suggests that this is happening much less quickly than we would like.

Paul Phillips is a senior teacher at Moat Community College, Leicester. Andy Hargreaves is now associate professor in educational administration at the Ontario Institute for Studies in Education, Toronto, Canada.

FEATURES

GAIM set no match

Graded assessments cannot be equated with GCSE grades, Richard Noss, Celia Hoyles and Harvey Goldstein argue



Girls may be particularly disadvantaged by the new maths assessments

In their recent article on their graded assessments in mathematics project (GAIM), Margaret Brown and her colleagues claim that GCSE and graded assessments can be combined into a single assessment system (TES May 8).

Many of the activities designed by GAIM are interesting, original and provide an excellent basis for curriculum development in mathematics. But we are less sure about the proposed assessment of these activities. Margaret Brown and her colleagues base their arguments on a number of presuppositions which we feel need to be discussed.

First, treating levels 9 to 15 of GAIM as equivalent to grades G to A of the GCSE involves some formidable assumptions. The GCSE is essentially a terminal assessment designed to assess knowledge and applications accumulated during participation in a curriculum. GAIM, on the other hand, is a system in which assessment is designed for that part of the curriculum related specifically to a particular level.

To assert, for instance, that a GAIM level 15 pass merits a higher GCSE grade than a level 14 pass involves comparisons based on completely different written and practical assignments. It is not at all clear how it is proposed to equate such assessments to GCSE grades A and B which will normally be based on responses to a common set of written and practical assignments.

The only satisfactory circumstance for such equating to take place, would be if the GAIM levels are strictly "hierarchical" in the sense that achievement of one level implies capability of achieving all lower levels. In our view, this is an extremely strong assumption.

In the first place, learning does not take place in a strictly cumulative fashion and learning patterns differ among individuals. It is arguable whether mathematics itself possesses a hierarchical structure in the sense that a notion at any given level is defined uniquely in terms of lower level ideas. Of course such hierarchies do exist on a local level, and much of mathematical systematization is based on generating just such hierarchies. But this does not tell us much about the global hierarchical nature of the subject, any more than the structure of formal grammar tells us much about poetry.

Evidence against learning hierarchies comes from Margaret Brown's own work on the Concepts in Secondary Maths and Science project in the late seventies (CSMS). That project's attempts to link performance on mathematical tasks to general Piagetian levels were abandoned in favour of the construction of distinct hierarchies for individual topics. The hierarchies are based on the extent to which children succeeded on tasks. So at best what the hierarchies tell us is that in general, there was on average some reasonably predictable order to the particular tasks set by the CSMS researchers. The problem is that this does not tell us anything about individual hierarchies of learning that different individuals might follow.

Uncritical acceptance of the hierarchical assumptions of the GAIM work might lead to some unfortunate consequences. There is growing evidence that learning styles lie on some kind of continuum between a linear, sequential and hierarchical style on the one hand, and an interactive, exploratory and negotiated style on the other. Employing a hierarchical structure as the basis of a teaching approach would disadvantage a large number of learners. And the evidence suggests that this might particularly disadvantage girls. This is not an issue which mathematics educators can simply ignore by vague assertions concerning the "more harmonious" atmosphere in the classroom, and "dramatic" increases in "motivation".

If a serious attempt were made to equate GAIM levels to GCSE grades, the anomalies would soon become apparent. GAIM clearly invites students to be assessed by the standard GCSE adults, to try to improve their grades. Thus, there would be some students who achieved higher levels than others on GAIM but lower levels where they sat for GCSE. Quite apart from the large measurement error associated with each type of assessment, such reversals are only to be expected because of the essentially different nature of the two types of assessment. It is doubtful whether such inconsistencies would be tolerated for very long.

Brown and her colleagues propose as a central feature of the GAIM scheme "a bank of topic criteria in the form of 'can do' statements, which can provide a mathematics profile to be incorporated into a record of achievement". Like many of the assumptions underlying the GAIM project, this idea is founded on a notion of mathematical learning which does not stand up to close scrutiny.

To begin with, the idea that a person can or can't "do" a given task, presupposes that understanding is like an on/off switch—that we either do or do not understand. In contrast, current approaches in psychology are stressing the fragmented nature of understanding, the ways in

which understanding of even quite basic ideas are based on layers of understanding and experiences which are far from unidimensional and certainly cannot be thought of as an on/off switch. To think of any but the most primitive skills as simply understood or not understood is a massive oversimplification of the learning process.

Let us look at one of Brown's own examples. We are presented with a GAIM "can do" statement—"can construct flow charts or computer programs using loops and/or branches". This we are told is in Logic level 12. Why? Why are loops and branches bracketed together (there is no evidence that they have the same level of difficulty). In any case, flow charts and loops are very much associated with a certain style of programming—and one which is highly dependent on the programming language being learned, and its associated culture of what is taught and when.

Where would "can understand a simple recursive program" come in the hierarchy? Level 11? Level 13? Even to ask such a question presupposes the programming language and the style of its teaching. There is no research evidence whatsoever which would allow a sensible answer to the question. With most versions of BASIC, the question would not even make sense.

All of the evidence suggests that the way people solve mathematical problems depends crucially on the context in which the problem is situated. For example, by carefully recording the behaviour of people when shopping in a supermarket, Jean Lave and her colleagues in the United States have shown that the calculations shoppers performed were almost 100 per cent correct. When asked to perform the identical calculations with a pencil and paper their performance fell to about two thirds of that in the supermarket setting.

Neither should we ignore the context of the test items themselves. We are now far more aware of the way that performance on a problem can be

quite dramatically affected by the way we pose the question. For example in the Assessment of Performance Unit studies the question "How many halves are there in 2½?" has a success rate of 30 per cent more than 2½ ÷ ½ at age 11 and 29 per cent more at age 15. Diagrams can help or hinder performance too so do we introduce them in our test or not?

Introducing verbal cues (perhaps inadvertently) can improve performance (such as "more" means add) or lower performance (when "more" does not mean add). Unfamiliar words, whether they be important for the mathematical solution (such as product or isosceles) or even when they are not (such as questions related to ovals in cricket) can make questions more difficult. How can we control for what might or might not be familiar in "can do" items?

Even more fundamental is to question the whole notion of context-free assessment. We know that if, for example, we embed mathematical questions in a money context, children are more likely to obtain correct answers than when exactly the same questions (from a mathematical point of view) are presented in purely symbolic terms or in other less familiar contexts.

There is a gap between intuitive mathematics displayed in everyday settings and facilities exhibited in school situations. So which mathematics are we assessing? Interestingly enough, when test items are designed to simulate every day activity, they are often regarded as common sense and not mathematics—so pupil approaches and performance changes; how do we control for these subjective pupil interpretations?

A major problem with GAIM as it now exists is that in principle it is possible to be assessed for a level at any stage of secondary schooling. It seems to us that this possibility would in fact lead to considerable differentiation associated with streaming and setting early in the secondary school. Many teachers would not regard this as progressive. Moreover, it is highly debatable

whether such a development would provide a system of "positive inducements" for the "less able", as was originally intended. By linking GAIM to GCSE this has effectively been abandoned.

An important feature which Brown and her colleagues do not mention is the burden imposed on teachers by a scheme like GAIM. Already, many teachers are becoming aware of the considerable amount of work placed upon them by the GCSE coursework element. GAIM proposes to add yet another assessment task for teachers. Moreover, in addition to the GAIM assessments themselves, there is what can be called a "preparatory assessment". If students take GAIM assessments only when they are "ready", then the teacher also has to assess whether the student has achieved this readiness and so a kind of shadow assessment becomes necessary.

It is interesting that Margaret Brown and her colleagues link GAIM with "records of achievement", another assessment proposal likely to add to teachers' burdens. Sadly, but perhaps not surprisingly, there has been little public concern shown by The Department of Education and Science or the Secondary Examinations Council for the overall impact of the assessment initiatives including of course the Government proposals for comprehensive assessment of all children at ages 7, 11 and 14 years. From the GCSE coursework element alone, it is now apparent how heavy will be the demands on teachers and students. It would be helpful, in the face of apparent official indifference, if those working on new initiatives in assessment could pay more attention to the resource consequences of their proposals.

Finally there is the political logic of what the GAIM project is doing. It has been a painstaking process, but slowly over the past two decades, some teachers have found convincing ways of making maths enjoyable, and of valuing—at least until the public exam race begins—what children actually do rather than counting how many mathematical hoops they can jump through. All of this is currently under threat. This is the era of the national curriculum, the institutionalization of a differentiated curriculum, and the introduction of national testing at 7, 11 and 14 (for starters). These developments are largely political rather than educational; but we suggest that educators have some duty to treat the issue of assessment as one warranting serious discussion.

It could be argued that one way around the problems outlined above is to move towards more teacher assessment and course work and replace written examinations. In many ways this might seem a positive direction to go in but again we must be aware of the pitfalls. The self-fulfilling prophecy of teacher expectations has been widely documented. Is it possible that teacher assessment could still further disadvantage individual pupils and particular groups of pupils "deemed to be less bright"? What about the position of girls and ethnic minorities who tend to be stereotyped in terms of their mathematical potential?

We must also enquire what might be the effect of more assessment on the mathematics curriculum? We have tried in mathematics education to move to a more open negotiation of mathematical meanings and understandings between teacher and pupils. Pupils tend to be only too happy to accept overt or covert prompts from teachers in order to conceal problems in understanding. Will such a situation not be made worse when teachers are testing so frequently in the classroom?

How might overt testing influence pupils' intrinsic motivation? We do not question the evidence produced by Margaret Brown that "... they are keen on getting something... they know what they need to do and are keen to complete the remaining items", but does motivation for mathematics only stem from an eagerness to get to the next level?

There is some evidence that the introduction of extrinsic rewards can actually lead to a decrease in curiosity and a decrease in the value accorded to the task itself. Where does this leave investigations? If they are tested will they lose their motivational appeal? In addition will the criteria which *heavily* will be implicitly agreed between teachers and pupils about what a good investigation is for assessment purpose, actually divest investigations of investigation?

In practice, it might be better to treat the levels of GAIM more like stand-alone modules for which GCSE credits can be accumulated and which can be chosen during the last two years of secondary school as an alternative to the final examination. Credit accumulation could then take place, perhaps with more demanding levels attracting greater weight.

The present system of examinations is far from satisfactory and the efforts of those attempting to improve assessment procedures are welcome. Nevertheless they also have a responsibility to address the fundamental assumptions on which their arguments are based.

The authors are all in the department of mathematics and statistics at the University of London Institute of Education.

Review

Give and take

by Julia Neuberger

Sex Within Reason. By Anne Kelleher. Cape £12.95. 0 224 02394 2.

The main objection many women have to soft porn, the girly magazines and the less than totally explicit peep-shows, is that it makes women into sex-objects – literally, the objects of sexual desire and not its subjects. It also degrades women by showing them in uniquely sexual poses, legs apart, wearing a "come hither" look, with no will of their own. The question which needs to be asked, therefore, as Anne Kelleher points out, is whether soft porn itself truly propounds such attitudes, or whether it just reflects the attitudes already held by those who peruse it. Yet she does not adequately analyse the effect of soft porn on women. There are a few magazines expressly designed for women, and Anne Kelleher is right to be scathing about them – the male models have no erections and are extremely macho with their bikes, guns and so on, so that the women who buy the magazines become the sex objects, rather than the men on their pages.

So far, so good. But some women are moved by depictions of men giving women pleasure. The serious works of artists such as Tomi Ungerer, for instance, give sexual pleasure and stimulus to many women, because neither person is the object. This is an area that Anne Kelleher barely touches on and her book is the poorer for not tackling a field little studied, though it is unfair to expect an author to cover every single area in the space of one short book.

Much of this work is of exceptional clarity, cutting through the cant constantly propounded about matters sexual. Kelleher takes a cool look at the attitudes put forward as the norm. Some, such as that pornography is harmful, she genuinely doubts, arguing correctly that the evidence is simply not available. Others, such as the notion that natural sex can be described as what is customary, she laughs out of court. Still others, such as the notion that homosexuality is wrong because it does not lead to reproduction, she takes apart with a deliberately slow pace, and points out the required logic – that sex with an infertile person of the opposite sex would also be wrong, while sado-masochistic sexual acts would be perfectly "natural", if they led to reproduction in the end.

Kelleher is at her best when she destroys a commonly-held prejudice in a painstaking way. She is also very funny, a rare characteristic in a philosophical work. There are, however, two major faults in the book. One is her concentration on relatively slight matters, such as flirting – a whole chapter – and the words used for the sex



act, to the exclusion of the serious study of women's perception of the sex act as against men's. The other is the inclusion of a whole chapter on abortion, which really has little place in a book about sex, but is a subject on which the author herself has strong feelings, while not yet being certain what her views are. Even the chapter on contraception strays far from the issue of sex itself, though it touches so closely on modern sexual attitudes that it must be allowed. Yet a further study of the habit of sex for long-term lovers, the morality in sex when the affection is beginning to wane, the nature of sex within and without marriage, and the question of infidelity in non-married relationships would all have been useful.

Some of this is mere quibble. The book is satisfying and fascinating reading. But a second edition, should there be one, desperately needs changes: a proper bibliography and an index. Otherwise, the serious reader is often lost in serious readings much to gain from Kelleher's witty study.



Are you with the Festival?

Barry Cole on the future of the Fringe

"Listen," he said, "I'll tell you what it's like, the Fringe. The Fringe is where I come to act. Acting is what I do. I'm an actor..." He stilled some protests with a wave of a hand. "But I'm on the DHSS. Which means that if they know I'm here, they'll stop my benefit. I'm also a member of Equity. And if they know I'm here, working for nothing, they'll take away my ticket." He paused. "Whatever happens, I lose." A number of other protests were made. "Forget it," he said. And they seemed to.

The setting was the Main Cabaret Hall of the Fringe Club, Bristo Square, Edinburgh, towards the end of this year's International Festival. The event was a forum – "Life Begins at Forty?" – organized by *The Festival Times* newspaper and chaired by its benignly dictatorial editor (and Reader in History at Edinburgh University) Owen Dudley Edwards.

The theme was "The Future of the Fringe", shortened by Edwards to two questions: "What would you like to happen in the next five years – or up to the 2000?" and "What do you think will happen?"

That there was no way in which so diverse a non-paying audience was going to accept such restrictions was epitomized by the young actor. When a participant suggested that perhaps he should try another line of work (ship builder? architect?) his reply was, in effect, "I'm an actor, I act." To which, of course, there was no answer.

The forum's panel comprised a number of interested persons, each of whom – apparently without script – managed repeatedly to use the word "cataclysm" or its derivatives. And in a sense "violent upheaval" seemed to be behind the theme. The Fringe, though, from the floor suggested, had outgrown its role. What was required was a Fringe Fringe Society (and such a body, it was announced, had indeed been formed, housed in somewhere called The Edge).

William Burdett-Coutts, artistic director of the Assembly Rooms, headquarters of the official Fringe, called for a better "financial reality" and pointed out, reasonably, that costs cannot be recovered from the box office alone; that more sponsorship was required; that although his relationship with the Edinburgh burghers was "good", one could expect little help from such a bunch of philistines (my interpretation). He spoke more in resignation than hope.

Much more felt anger was expressed by the Scottish writer James Kelman, who described the Fringe as an elitist event from which most Scots felt excluded. "Being from Glasgow, this festival is not my festival." It does not even belong to the

people of Edinburgh. It's a sham, humbug, a source of hypocritical cant. "No one pointed out that Edinburgh was the centre for an international festival – or that Glasgow had as much or as little to do with it as had Glascoed or Glazebrook. Mr Kelman also told us that the BBC hadn't offered him a fee for an appearance in another programme, and that in the past year, as a professional writer, he had earned only £3,000. There were gasps of pity and/or envy from the floor.

Joyce McMillan, theatre critic of the *Guardian*, also got angry, interpreting Mr Kelman's use of "elitist" as "middle class". She said that to describe the Fringe as "some representation of the ruling class in Britain" was neither "fair nor true". She also pointed out something not, so far as I know, reported on: that it was the members of the Press who benefited most from the festival as a whole. "It is," she said, "the one time I can write

'It was our first night and we had an audience of three, three. Can you believe that? In the end, though, it got better. On our last night, we had about twenty...'

about the things I like." She came to learn the problems of the producers so that she could help publicize their productions. That some sections were making profits from the Fringe was inevitable. But, she said, "the Fringe is yours to control." And pointed out that those administering it could be counted on less than the fingers of one hand. Her enthusiasm then fell apart slightly as she referred to a "cataclysmic" reduction in size and quality of the Fringe's productions. Yet "the quality is miraculous" and the business of the Fringe is that of "getting shows on". Her committed, even passionate contribution ended with a remark that if we knew the future of the Fringe it would die.

Meanwhile, elegantly lurking in the background, armed only with a cameraman and assistant, was Joan Bakewell, soon-to-be-late of *Newsnight*. One of the audience protested at her presence (mainly because the cameraman obscured her – the protester's – view of the forum). Ms Bakewell accommodated this with a couple of decades' skill and continued to film the

suggested that "this is a very critical meeting. I can't help you without a camera".

The nitty-gritty was admirably outlined by the patient Mhairi Mackenzie-Robinson, the Fringe Society Administrator, who pointed out that she and her team (all two of them) could only advise. They gave back-up publicity; guided people, gave them an opportunity to try. They made them aware of the risks and the problems. "But we cannot intervene. We can only act as a catalyst."

Left, slightly depressed, before the end, there had been other speakers (Sylvia Chalk, a founder member of the Fringe Fringe Society) and at least I knew that this one would run and run. I did a four-mile traverse of George Square, Bristo Square, Chamber Street, Grassmarket, High Street, and up to George Street; left, right and centre. I collected a dozen handbills for shows before finishing up beyond Belford, at the Scottish National Gallery of Modern Art, where "The Vigorous Imagination", if not wonderfully created, was wonderfully well displayed. What impressed were those paintings forming the gallery: Kokoschka at his most brilliantly commercial; the half dozen anonymously lent Picassos – and Bonnard's beautiful "Lane at Vernonnet". The new Scots left me disinterested: art school degree shows with a metropolitan intent, perhaps.

The Fringe, however, returned in the gallery's cafeteria where, on the windy ground-floor patio I met a 21-year-old actress from Bristol. A graduate in Russian studies, she had arrived a fortnight earlier with a group of six to perform before, she believed, an international audience. They had rehearsed for five months, made their own costumes, bought their own transport, found their own lodgings in Edinburgh (a double room above a café in Leith), arranged their own listings, printed their own bills, costed their own meals, and set money aside for phone calls home.

In the cafeteria the sun shone on the Reykjavik of the south. The young actress filled my cup from the red plastic teapot, replaced it on the table, watched calmly as the Windy City's wind howled over the table and on to the lawn. "I cried," she said. "I couldn't help it. It was our first night, and we had an audience of three, three. Can you believe that? In the end, though, it got better. On our last night we had about twenty. From the whole world."

We ordered more tea in a red plastic pot. It was still windy. I jammed the pot between two tables. "That's original," said the waitress. "Are you with the festival?"

Sexual reputations

Losing Out: Sexuality and Adolescent Girls. By Sue Lees. Hutchinson £5.95. 0 09 1641012
Reflecting Men: At Twice Their Normal Size. By Sally Cline and Dale Spender. Andrew Deutsch £9.95. 0 233 97871 2.

Most men will be surprised to learn how much their behaviour is resented. The sorority of women is based on their traditional roles in relation to men, and their anger, resignation, and even tolerant acceptance of it. When there is downright oppression it is easy enough to see; but much of women's behaviour in society has been organized and conditioned by men for their own ends, and may be accepted by women for theirs. This process begins early.

Losing Out is a survey of the attitudes of about 100 adolescent girls to their own social and sexual lives. The theme emerges that for girls, and therefore women, their role and behaviour in society is based principally on their sexual reputation. Unfortunately the double standard of morality for males and females seems to be accepted by the girls. Much of the material and discussion centres on the use of the term "slag" as a label which may bear little relationship to the actual behaviour of the girl so described. It is well established that there are many men who need women to be either virgins or whores; it is also postulated that women are often seen as weak sexual objects and at the same time dangerously powerful because of their seductive sexuality. Language is used as well as social stereotyping as a means of controlling them.

The evident bias of the author shows through often enough to be irritating and to weaken her very good case for better understanding. She assumes that men believe that women are not capable of friendships and that when boys call another a "poof", this is merely slang and not a censure on his sexuality. Like calling a girl a slag. She feels that married heterosexual-

ity is compulsory in our society for women (but not for men?). Above all, her frequent use of the word "constraint" suggests bitter experience which may affect her objectivity. After all, sexists are not exclusively men. This book is a revealing insight into a social process which is largely unnoticed by men, and probably a lot of women too. It should be read by all males old enough to understand it.

Reflecting Men is more good-humoured, tolerant and witty amusing – but a serious work for all that. The evidence is all there, and all around us to be seen every day. The thesis is that women spend a lot of time making men – even strangers – feel bigger and better and that girls are conditioned to this behaviour even by mature feminist mothers who should know better. Men interrupt women, dominate their conversation, put them down, and expect service with a smile. And they get it for the most part, having expected it since infancy – tyrants before they are toilet-trained.

In fact women cosset men to boost them up, for it is only men who have egos. Men need to be admired, women to be loved; and girls are taught early that they won't "get" a man if they fail in this way. Probably true for the most part, and certainly men behave disgustingly if they are not reflected flatteringly in women's eyes.

This book is very readable and the authors come across as honest people. They interviewed about 280 women and report their findings with humour and objectivity. They write about school and work, money and bodies, the mandatory smile and the obligatory orgasm. Wisely they show that self-assertion training for women is not enough, as what women need is self-respect. Why try to make women more like men, when what is needed is for men to be more like women? For this is what is wrong: men do not do for women what women constantly do for men. They don't make them feel good. Highly recommended.

Academic eruption

Academic Freedom and Apartheid. By Peter Ucko. Duckworth £18.

The world's increasing unwillingness to accept the participation of South Africa in cultural, sporting and artistic activities has now erupted into the academic field of archaeology. The World Archaeological Congress held last year in Southampton effectively caused a schism in the archaeological world by its decision to ban South African and Namibian participation. In January 1986 the International Executive Committee of the International Union of Prehistoric and Protohistoric Sciences decided at a meeting in Paris to expel the WAC from the IUPPS and to hold its own congress in Mainz this month. *Academic Freedom and Apartheid* is published to coincide with this event, and its impact will no doubt be the greater for it.

The WAC and the IUPPS Congress represent the two poles in the universal debate over the cultural boycott of South Africa. Does it constitute an effective form of protest against the policy of apartheid or does it simply harm individuals without affecting the Government's stance? In Peter Ucko's personal account of his struggle to go ahead with the WAC amid a storm of controversy, the central issue raised in all its complexity is whether the principle of academic freedom should transcend all other principles.

The 1985 South African declaration of a State of Emergency had a devastating effect on the planning of the WAC, already well under way. Its aim was to place greater emphasis on African and Asian archaeology in order to gain a more balanced perspective on what had hitherto been a too Euro-centred field. But the WAC inevitably fell victim to the emotive climate of the time. While the pros and cons of imposing economic sanctions were being vociferously debated in Parliament, pressure was being put on the Congress organizers by the Labour-run Southampton City Council – the student union of the univer-

sity (which was host to the event), the Association of University Teachers, and Anti-Apartheid to ban all South African participation. As external pressure mounted at home and abroad with the threat of withdrawal by other nations, it was eventually decided to impose a ban on South African participation as the only alternative to cancelling the whole event. As Peter Ucko makes plain, this was not an ideal solution or one taken lightly by the organizing committee, nor was it aimed at individual scholars. Instead it was felt to be the lesser of two evils.

Those opposed to the ban saw it as effectively associating barred South African scholars directly with their country's policies. This was both misleading and insulting. But, more importantly, it was seen as a breach of the principle of universal scholarship and the free interchange of ideas, a principle quite distinct from and even above politics. In his defence Ucko argues that there can be no absolute of academic freedom in today's world and that the most that can be achieved is the participation of the greatest number. Nevertheless the ban was greeted by resignations at all levels, adverse publicity and public debate in the leader columns and the letters pages of major national newspapers. The controversy reached its climax with the IUPPS decision in Paris.

Ucko's book is not intended to persuade but to inform. Yet the emotionally charged atmosphere transmitted through his descriptions of the events (many of the delegates in Paris were in tears) brings home the immensity of the implications for our world of this fundamental human issue.

In clarifying many of the central arguments this interesting book provides a valuable insight into some of the difficulties created by current relations with South Africa. The effect of the IUPPS Congress, and its upholding of the principle of academic freedom at all costs, is yet to be seen.

Rachel Neaman

BOOKS

lingo

Gilding the watershed

W S Brownlie takes himself to task for giving inaccurate versions of some familiar quotations (*TES* August 14). Near-accurate quotation is a more charming phenomenon than the sternly accurate recall of expressions whose own metaphorical accuracy has diminished as they have become daily coinage. To gild the lily instead of painting it, or to speak of great oaks instead of tall ones, is no great matter. Their quality as stock expressions serves adequately as shorthand for what is intended. Indeed, it is the misquotation which is the stock expression.

It is quite another matter when words and expressions, whether stock or otherwise, are wrenched from conventional usages and meanings apparently at the whim of the speaker. For example, an athletics commentator recently described one competitor's performance in a warm-up race for the current World Championships by saying: "He has posed his intent." If this means anything at all, it may be "he has made his intentions clear"; so why not say that? An eminent conductor, discussing the problems of rehearsing Schumann's "Spring" symphony, spoke of a "belt-and-braces operation of a very sweaty and exhausting nature". Surely the point of a belt-and-braces operation is taking extensive precautions, making doubly sure not to be caught with one's trousers down, and the expression should not be annexed by a combination of satirical and social considerations to indicate a heavy, manual labour.

One last example was produced by a recent review of the Liverpool riots of the early Eighties. At that time, we were told, civil dissatisfaction "erupted in a watershed of violence". What carelessness or illiteracy can allow such a remark to pass uncensored, by his editor if not by the reporter himself?

Finally, it is hopelessly prissy to feel a special disappointment that all these examples occurred on the BBC?

John McDermott

Glisters/glisters

W S Brownlie in "Quote . . . unquote" cites several instances of "common misquotations", and spotting such is always an interesting exercise; though he does not include the very common misquotation "Lead (lay) on, Macduff".

He also implies that it is wrong to correct "All that glitters" to "glisters" in Shakespeare's *The Merchant of Venice*, giving Thomas Gray the credit for the slightly quaint latter usage. He may be right to do so, though "glisters" is well authenticated in the good Shakespearean texts. What is really interesting in this context, though no one seems to have spotted it, is a line of Chaucer in the underrated *Canon's Yeoman's Tale*, a little read work about priestly hypocrisy. The line reads: "... a thing that shineth as the gold / Nis nat gold". It appears, then, that whether Shakespeare has "glisters" or "glitters", he was merely casting into slightly more poetic diction an old English homily.

And there's more: in the next two lines Chaucer tells us "every apul that is fair at eye / Ne is nat good"; and two lines later again "He that semeth the wiceste . . . / Is moost fool". Those of us familiar with *The Merchant of Venice* may recall not only the "glisters / glitters" line, but also "An evil soul producing holy witness / Is like . . . / A goodly apple rotten at the heart"; and I do know of those / 'Tis therefore only are reputed wise / For saying nothing; when I am very sure / If they should speak . . . (would be called) fools".

These may be merely three coincidences, but I like to think that Shakespeare, shortly before writing *Merchant*, had read Chaucer's *Canon's Yeoman*, and not only swallowed but also digested some of the rich pickings to be found there.

K C Ryder

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BOOKS

Uniformly radical?

Duncan Tanner suggests it's time working-class history faced up to facts

The Enemy Within: Pit Villages and the Miners' Strike. Edited by R Samuel, D Bloomfield, and G Bonnas. Routledge and Kegan Paul £6.95. 0 7102 0888 X.
Independent Spirits: Spiritualism and English Pelelars. By L Barrow. Routledge and Kegan Paul £9.95. 0 7102 0815 4.
The Working Class in Glasgow 1750-1914. Edited by R A Cane. Croom Helm £25. 0 7099 3415 7.
Lancashire: a social history, 1558-1939. By J K Walton. Manchester University Press £35. 0 7190 1820 X.
Yesterday's Heroes. By J Jones and J Thorogood. Sarsen £5.95. 0 95108 56.

Tales of suffering and valorous struggle against deprivation dominated a good deal of the working-class history written in the Sixties and Seventies. It was characterized by indignation, optimism and protest. These works seem inappropriate in the more sober climate of the Eighties. As a result, the subject is losing direction and is becoming marginalized from the historical mainstream. The works reviewed here do not share a single approach. However, to differing extents, they display a realism which will be central to the revitalization of working-class history.

The History Workshop movement has played an important role in working-class history. Initially set up by Marxist students at Ruskin College in the late Sixties, it has gained a (perhaps embarrassing) semi-respectability. Recently, prominent members have discovered that the study of working-class history may reveal not a radical past, but an innate conservatism. This, they contend, is something to be faced, not ignored. "The left will be better placed to cope with a hostile environment if it takes the elementary precaution of accounting for the existence of its enemies and taking an honest look at its own weaknesses." (*History Workshop Journal*, issue 20, editorial).

The Enemy Within is a picture of mining communities fighting for their existence during the 1984-85 dispute. It consists of an extremely readable and useful introduction by Raphael

Samuel and a series of interviews, memoirs, letters and other material grouped, without further comment, in subject chapters. These chapters reflect the entire range of strike-related activities, from the first few days of the action, through the work of support groups, the role of pickets and the return to work.

Samuel argues that the strike was a movement of "radical conservatism" which had little to do with Arthur Scargill, and only incidentally came to be dominated by the violence displayed nightly on the television. The real force of the strike lay in the miners' grasp of an alternative morality, which challenged the need and the right of the Government and the NCB to close allegedly uneconomic pits. Sadly, this did not become the dominant theme. The miners were not able to wield sufficient public sympathy, or gain sufficient industrial muscle, to ensure a favourable settlement. The strike became a matter of pride.

The sustaining activities of the Miners' Welfare and the Women's Support Groups are vividly documented in the body of the book. Communities are seen coming together; after initial banding, wives rallied to their husbands' sides; families and friends closed ranks; shopkeepers, parents, and local non-mining groups lent support. The minimization of Scargill's directing role and the emphasis on the locality, are persuasive features of the argument. For many participants, the strike was about maintaining a way of life.

Logie Barrow's account of Victorian working-class spiritualism could not, on the face of things, be more different. It follows the path of this movement from the 1850s (when it was introduced from America) to 1910, when, Barrow argues, it lost its largely plebeian form. Despite the Workshop's emphasis on accessibility, and unlike Samuel's book, it is written in tortuous prose and contains a superabundance of proper names which will not be familiar to a great many readers. Moreover, Barrow infuriatingly keeps delaying his punch-line. "As we shall see" is the most over-used phrase in the book; these, or similar words, occur eight times, for example, between pages 105 and 112. Lucidity is not one of the book's strong points. The first three chapters deal with



plebeian spiritualism's extremely localized and limited early support. Those readers not kept awake by frequent recourse to a dictionary will miss some interesting material on mesmerism, alternative medicine, vegetarianism and - above all - Barrow's punch-line, finally delivered in chapter six. These movements, and by implication other plebeian activities, shared a "democratic epistemology".

The alternative plebeian knowledge, symbolized by these movements, was characterized by the search for an independent and suspicious morality and world view. It is the desire in this self-confident world view, Barrow argues, which made it so difficult in the 20th century to resist existing political priorities. A new democratic epistemology "may be worth creating now".

Here the two History Workshop volumes overlap. Samuel argues that the strike failed because the miners' attempt to draw a moral/economic case - its "democratic epistemology" - was not strong enough to challenge the Government's conception of the situation. Moreover, he notes that the meaning of the strike would be determined "by the way in which it is assimilated in popular memory, by... retrospective understanding". Always aware of the subjective nature of history, the Workshop movement is increasingly attempting to help create a view of the past, a retrospective understanding, which will form part of an alternative radical culture in the present. This does not mean that all History Workshop publications are wildly romantic and unrealistic. There is a good deal of realism and less insularity about Samuel's book in particular than in many other accounts of the miners' strike, and many other History Workshop products. None the less, it is not the critical approach promised in recent years. This ultimately is its deficiency as history and as a model for a mobilizing strategy.

Both Samuel and Barrow concentrate on the views of radical activists. One radical Yorkshire activist supplies one-eighth of the documentary material contained in *The Enemy Within*. The views expressed are hardly typical of all the miners or all the mining regions. There is nothing but praise for Arthur Scargill. Critics of the NUM leader are dismissed in the introduction as "armchair strategists and know-all". Advocates of the pre-strike ballot do not make an appearance. Divisions between regions (eg between South Wales and Yorkshire), between those who appeared on picket lines and those who did not, between miners and their wives, between the strikers receiving help from "outside", and the "forgotten" local unemployed, are documented in the book itself. They make no contribution to the argument contained in the introduction. Similarly, Barrow attempts to "radicalize" Owen and other British Socialists. His attempt to establish a spiritualistic feminism is present-mindedness at its worst.

"Reality", Samuel writes, "is in the eye of the beholder". His chosen representation of reality is that the

youthful picket-line miners were heroes; to outsiders they appeared as mobs of macho hooligans, taking chants and behaviour from the football terraces. Allegations of violence, permitted deterioration of pits, and money from Colonel Gaddafi all had an important influence on the non-mining working class. The whole form of the strike appeared to stand outside a "democratic epistemology" which involved choice (ie a ballot), careful preparation and common sense. It is running away from reality to pretend that these hostile representations of the strike were without substance, or that they can be avoided in any subsequent analysis of its implications.

The lapses are doubly unfortunate. Samuel's is the best book yet on the miners' strike. Barrow, too, makes important points about 19th-century working-class radicalism. Yet their attempts to draw semi-radical conclusions even when the evidence points to a less politically acceptable conclusion, draws attention away from the less "heroic", but more plausible, aspects of their subjects. As history their work is therefore too easily dismissed. As propaganda it is sectional, an (admittedly dilute) version of what radical activists wish to hear. As history and as propaganda, History Workshop has come a long way, but not far enough.

Local history offers an alternative approach. Frequently it takes the form of case studies of local politics in unemployment, poverty, education, a city, town or region. The volume of essays on the Glasgow working class, edited by R A Cane reflects this traditional model. John Walton's is a new approach, a synthesis (in the main) of the extensive secondary material on the social history of modern Lancashire.

The two books have quite different strengths and weaknesses. Cane's contains six chapters and, as an "introduction", a comment on the standard of the other essays into its net. Cane himself contributes the introduction and three chapters (on population and employment, health and poor relief). His contributions are marred by an imprecise use of statistics (eg pp. 59-60) and excessively long quotations (often two-three pages in length) from secondary sources. The three remaining essays (on popular culture, labour politics and housing) are much better. Elizabeth King on popular culture assembles an array of material on music-halls, parks, sport, drink, gambling and other aspects of working-class life. Both she and J G C Hutchinson (working-class politics) are not usually over-romantic about the "radicalism" of local culture and politics. Understandably (and rightly) they attempt to relate their work to historiographical debates which draw material from a much broader field. This has its dangers, for as a result certain questions and interpretations come to dominate evidence that might more usefully and more accurately be used to establish very different points. Local historians seeking a professionally "relevant" local history paradoxically risk losing sight of the originality of their own

This problem is partially answered by Walton's stress on the differing cultural (sadly, not political) forms which emerge in different local settings. He consistently shows the contrast between life in "Merseyside" and life in the "textile belt". All this is very encouraging, but the book is not entirely satisfying. Because few places differ in every respect his insistence on intra-regional diversity leads to a degree of repetition. This is probably inevitable, although use of comparative statistical tables might have helped remove some of the worst examples. Walton's dependence on secondary sources also means that he cannot always sustain his theme, particularly in the (thin) sections on the periods before 1750 and after 1914. The Lancashire working class, he argues, was defensive and conservative. On Merseyside they were often rabidly anti-Irish, objected to misfits and to each other. In the textile belt, working-class culture combined "individualistic opportunism and collective mutual assistance, thrift and hedonism, earnestness and scepticism, independence and deference, hard work and ostentatious leisure." Upward mobility and a spreading national culture did not remove regional divisions, even by 1939. However, this interesting conclusion is not reinforced by comparisons with other areas. The question of changing "national" economic or political influences on "unique" local cultural formations is not actively addressed. It is dangerous to assume that Lancashire's working classes (and its history in general) were self-contained, self-determined, or influenced by external forces, yet it is an assumption Walton makes without hesitation.

The relationship between "local" and "national" factors in working class history has still to be resolved. Walton might have produced answers to these problems by asking deeper questions of his sources and undertaking some additional research, but ultimately he and the contributors to Cane's book are prisoners of their approach. Local history often needs to be placed in a broader geographical framework. It needs to be influenced by a wider body of literature, without becoming subsumed by it. Walton utilizes over 80 unpublished MA, MPhil, PhD and other dissertations, which frequently deal with individual towns or areas within Lancashire. He focuses the work of these and other local historians, and builds it into a picture of the county as a whole. He has to expand the horizons of local history. It is true that an even wider approach would have taken more time and involved more errors, which would then be hungrily seized upon by reviewers; but perhaps historians need to be more expansive, and reviewers correspondingly more generous, if we are to understand more adequately the local-national relationship.

Oral history projects are becoming increasingly common. Essex Age Concern has gone further, organizing a annual history essay competition of publishing some of the best entries. The most recent in the series, *Yesterday's Heroes*, has contributions on school days, working life, hard times, and after-work activity. It is a light book, which could bring colour to school examination work and useful illustration to academic lectures. The "heroes" of the title are survivors, not class warriors, vegetarians or radical spiritualists. However, they provide ample support for Barrow's wider comments on the working class's thirst for knowledge. Examples of resistance at educational opportunities lost through lack of money abound. There are powerful accounts of the impact this waste of talent had on individual teachers. These feelings and sentiments deserve more historical attention. There is little, however, of human and especially personal meaning or selfishness, of those aspects of life and character which people, and historians of the working class, usually choose to forget. The book is thus not as revealing an account as Walton's portrait of working-class Lancashire, but it is a step in the right direction for oral history.

These books demonstrate, not always intentionally, that working-class history should pay more attention to regional disparity and "ordinary" experience, less attention to a uniform and radicalizing sense of class consciousness. In the Eighties the image of working class in Britain seems to be out of step with reality. It is time to ask whether that image ever really had

BOOKS

Fashionably fit

From "Fair Sex" to Feminism: Sport and the Socialization of Women in the Industrial and Post-Industrial Eras. Edited by J A Morgan and Roberta J Park. Frank Cass £9.95. 0 7146 3288 0

Keep young and beautiful
It's your duty to be beautiful
Keep young and beautiful
If you want to be loved.

So jingled Eddie Cantor at the start of each of Terry Wogan's "Fight the Flab" exercise sessions, broadcast some years ago on BBC Radio 2. The lyrics say it all; physical fitness was not so much an end desirable in itself as a means to increased youthfulness, beauty and sex appeal. In a changed shape lay women's salvation. From "Fair Sex" to Feminism shows just how much Wogan's afternoon promptings to stretch and bend were part of a long-established tradition whereby men assumed responsibility for the ways in which women's bodies were sized, shaped and clothed. At no time was this imposition of male values more obvious than in the 18th and 19th centuries, when all but the most rudimentary forms of exercise were explicitly forbidden to women on the grounds that anything more strenuous would impair their procreative abilities. The choice, proposed an eminent (male) physician in 1873, lay between "monstrous brains and puny bodies; abnormally active cerebration, and abnormally weak cerebration; flowing thought and constipated bowels; lofty aspirations and neuralgic sensations".

Not everyone was prepared to accept unblinkingly this "theory of the dictatorship of the ovaries". Gradual resistance came mainly from progressive women educationists who had

observed and sought to publicize the link between intellectual and physical development. Even so, reformers had to tread carefully, for parents were constantly on the look-out for signs that their daughters were being transformed into unmarriedable, meaty ogres. Madame Bergman-Osterberg, the redoubtable principal of Darford College, was able in 1890 to offer confident, if somewhat compromised, assurances to the contrary. Demanding exercise, she guaranteed critics, would fit a girl "to become the organizer of the perfect home, or the trainer of a vigorous and beautiful new generation".

If this collection of essays provides an absorbing, though occasionally repetitive, account of the part played by sport in women's lives over the past two centuries, it falls a little flat in terms of its examination of more recent trends. For women today, sport is still predominantly a means to the achievement and eventual display of the currently fashionable female form. On these twin objectives an enormously profitable fitness industry has been built - one that, from Eileen Fowler to Jane Fonda, has sold exercise via the prospect of enhanced sexual attractiveness. Indeed, as Donald Mrozek points out, women who excel at sport regularly risk having their sexual identity called into question by press and public, a (still common) slur that serves automatically to confine many other women to such semi-narcissistic pastimes as aerobics. Mrozek's is, unfortunately, the only chapter that examines these developments; a thought-provoking collection would have been made even more impressive by additional, similar contributions.

Laurence Alster

After thoughts

Adult Education: A Social Policy. By Colin Griffin. Croom Helm £19.95. 0 7099 3812 8.
You're Learning All the Time. Edited by Pam Flynn et al. Spokesman Books £14.95. 0851244483.

Adult Education is a "good thing". Few people doubt that. So it was no surprise that none of the political parties made an issue of adult education during the run-up to the election. It is a good thing, yes, but it is hardly a national priority.

Yet increasingly it is being expected to perform functions that are to do with creating a better society: to offer more vocational and technological courses and a curriculum geared to support target groups like minority ethnic members of society. While the politics of schooling and of youth training are high on the public agenda, adult education is not at all taken seriously.

Some of the problems, of course, are that adult education is voluntary, not developed at public expense, and it does not share with other social welfare services a common basis in legislation. But the major problem, persuasively put forward by Colin Griffin in *Adult Education as Social Policy*, has also been that adult education has remained the domain of the inevitably "inward-looking professionals" who have not reorganized adult education knowledge to bring it into line with general theories of social welfare. "A public debate is needed at the level of welfare ideologies," Griffin argues. "The collapse of adult education as a social movement, that is, an organization of adult learning to achieve whatever social purposes the learners themselves determine for it, into a 'social welfare provision' form of welfare provision has been accompanied by a complete failure to analyse adult education as a form of social policy".

Griffin's introduction offers an historical perspective on "What is social policy?" and the earlier part of the book examines in critical detail (with some useful summaries at the end of the longer chapters) the roots of policy in alternative social welfare models. After a careful review of the major publications of the Advisory Council for Adult and Continuing Education,

theme: integration of an individual's learning over a lifetime, integration of formal and informal systems of education, and integration of continuing education policies with demographic, economic, social and cultural trends", Griffin puts it case for approaching adult education from the point of view of politics, specifically in terms of political economies.

This is a controversial book, but an authoritative, powerful one, raising issues of access, true equality of opportunity, and the re-distribution of public funding. It delivers adult education on to a new platform - in the nick of time perhaps - to meet head on the issues raised by current social and political change.

You're Learning All the Time grew out of a need for a book on education and community work from a feminist perspective. It is a fresh and lively addition to the bookshelves of both community workers and adult educators. Covering a spectrum of views and case histories (drawn entirely from outside London for a change), the book offers shining examples of how a woman's lack of confidence and sense of under-achievement can be overturned by later - more positive - educational experience, be it within community action or in a formal context.

Within mainstream provision, the contribution by Val Millman, late of the Schools Council Sex-Differentiation Projects, is as clear an exposition of educational movements against sexism as anyone could wish for, and identifies two ways to tackle the issues further. Two other excellent chapters attract the youth service and careers officers in long overdue critical analyses from two professionals, Judy Seymour and Linda Moore. Particularly interesting is the final chapter by Hilary Armstrong, who recognises the need to give certification for courses "not because the validating bodies say so, but because the social relations of working class life demand it".

Like Griffin, the editors of *You're Learning All the Time* call for women's education to be seen in the context of the political situation: "the overriding practical and cultural reductionism of the 'Thatcher Government'". The time has clearly come for a new voice for adult education.

Alison Leake

Wild and wonderful

The Pembrokeshire Coast National Park. By Herbert Williams. The Countryside Commission Official Guide. Webb and Bower/Michael Joseph. 0 86350 134 6.

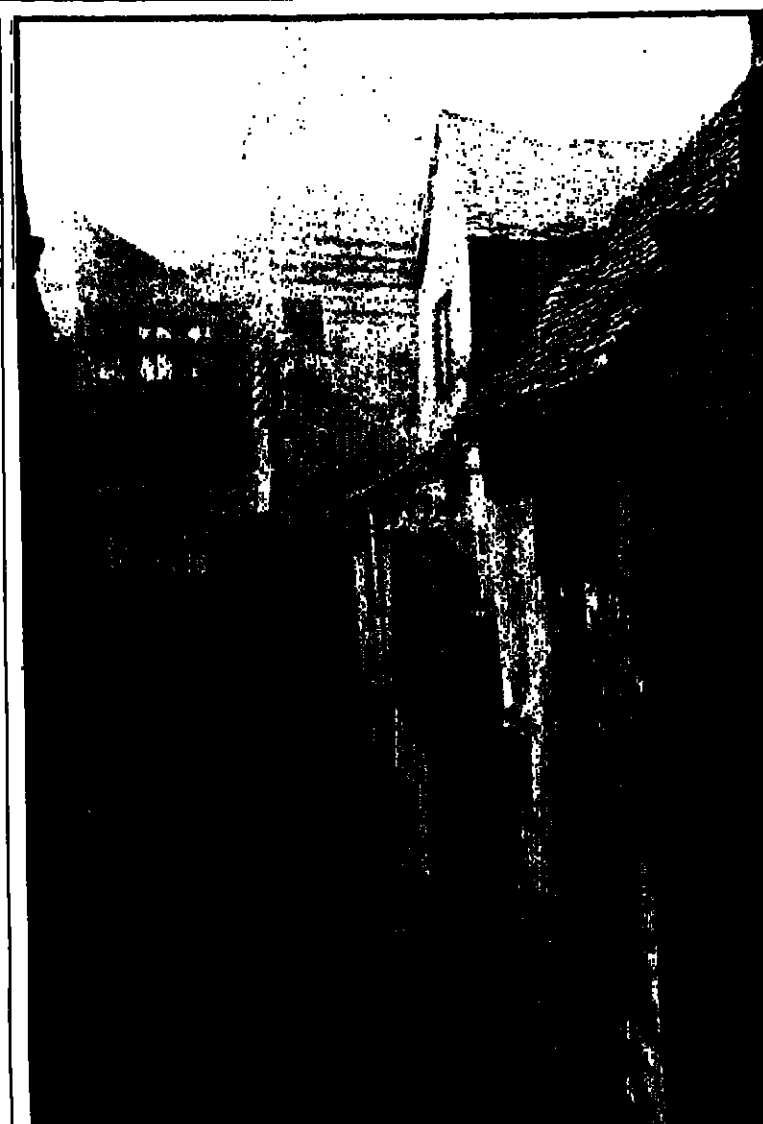
At present, some one and a quarter million visitors come annually to the Pembrokeshire Coast National Park, and a reading of this attractive guide makes it easy to see why.

Here, in a very portable form, is a wealth of information on the history, geology, topography and social development of this somewhat remote area, now becoming much better known with improved access. This in turn leads to the all too common problems of reconciling conservation and development but, so far, the Park Authority's policy of "diplomacy and determination" has maintained a balance.

In this ancient land of mixed races, there is an astonishing variety of scene, from 5,000-year-old cromlechs to the superlatives in the Haven, from the Iron Age forts, such as that on St David's Head to the many Norman castles best exemplified by Pembroke. The Vikings are remembered in the names of the off-shore islands, and St David and St Gowan remind us of the Christian tradition in Pembrokeshire.

There is delight here for the naturalist in the profusion of wild flowers, of butterflies, of birds and of sea creatures, all to be seen in outstandingly beautiful surroundings. Guide in hand, what better way to appreciate these wonders than to walk the 180-mile Pembrokeshire Coast Path?

Eric Church



Peter Ackroyd's latest act of recreation is a handsome picture book: *Dickens: An Imaginative Vision* (Headline £12.95), in which he combines Dickens' descriptions with observations of his own on many evocative photographs



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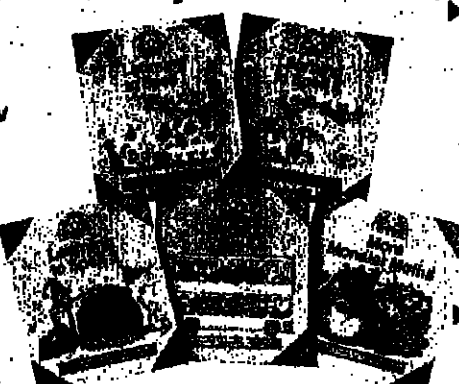
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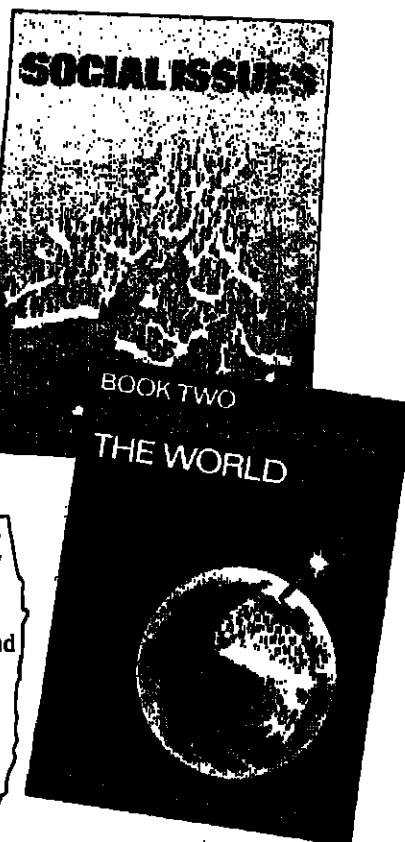
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Social Issues: Britain could be used on any course with a social or political component. The topics are ideal for mixed ability teaching and have a well-organised set of follow-up work. The chapter on the Mass Media has a fascinating section on censorship, focusing on press freedom during the Falklands conflict.

- Richard Evans, *Times Educational Supplement*

Pride of place, for sheer teachability in this gathering, should go to *Social Issues: Book Two: The World*. The authors cover an immense ground with a confident expertise, and they add suggested activities and 'extension activity' in what is evidently classroom-tested material.

- Colin Ward, *Times Educational Supplement*



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Punishing the sociologist

Sociologists on Sociology, By Bob Mullan.
Croom Helm £12.95, 0 7099 4086 4

No single remark from this collection of interviews with 11 eminent sociologists better illustrates the recent decline of their subject than Peter Worsley's fond recollection that, in 1964, "you could get money for anything, you could pick your staff". Things are now much changed. Many of those lucky enough to have benefited from the post-Robbins expansion are now paying the price for making a meal of the hand that fed them throughout those years of plenty.

At least, this is the way Stuart Hall sees it. "Sociology," he laments, "is still being punished for 1968... it's a long memory, a long course of revenge that's going on." If this was so (Bob Mullan's interviews were conducted during 1983/4), it was a fact not readily appreciated, or even contemplated, by many of Hall's colleagues. For what these transcripts reveal are academics whose immersion in their discipline - itself an examination (of sorts) of social life - seems largely to exclude a consideration of life's realities as they appear outside the ivory tower. Or so it is made to seem by Mullan, whose questions - presumably reflecting his own interests - tend, after brief biographical inquiries, to revolve around issues of methodology, the relative merits of different sociological perspectives, and the relationship between sociology, history and philosophy.

Very necessary though such questions are, the answers they elicit often make insufferably dull reading. In this respect the book contains no worse offender than Ralf Dahrendorf, whose tendency almost to drown himself in words all too often leaves the reader quite cross-eyed with incomprehension. Likewise, Stuart Hall is prone to needless wallowing in verbal obscurities and Anthony Giddens' responses,

while couched in sentences of respectable length, are so densely packed as to require frequent re-reading.

Ironically, Giddens and Hall are among those who, rather piously perhaps, admit to hoping to "demystify" the workings of the world as an aid to those most likely to fall victim to it - a task doomed to failure, comments John Rex, so long as they persist in torturing the language half to death: "... most sociologists whose work I look at, whether it's Giddens or Goldthorpe or anybody else in Britain, write in ways which are extraordinarily inaccessible to people 'out there'." Not so Rex, whose answers reveal a lively, somewhat caustic, observer with an attractive contempt for mainstream sociological opinion ("... the most revolutionary thing which could happen in Poland is to open branches of Marks and Spencers and Sainsbury's there...").

Just as agreeable in their own ways are Laurie Taylor, as entertainingly iconoclastic as ever, and an engagingly direct Ann Oakley, the only woman interviewed. Peter Worsley shows an admirable sense of priorities when he stresses that the nuclear threat is of greater importance than any other social issue and Robert Merton, plainly relishing his role as sociology's elder statesman, offers some vivid recollections of the subject in pre-war America.

All respond well to Mullan's prodings, and the interviewer reveals an impressive understanding of his subject. A pity, then, that the transcripts should also disclose a deadly habit of responding with an "OK" or "right", snappy on tape, perhaps, but hugely annoying on paper. Similar irritants are the frequent "wells" and "I means", that litter some otherwise lucid answers. Editorial insistence on the excision of these redundancies would have served the reader well.

Laurence Alster

Gearing up for GCSE

Sociology Alive! By Stephen Moore, Stanley Thorne £5.45, 0 85050 661 4.
Social Science for GCSE, By Jack Nobbs.
Macmillan £5.60, 0 333 34970 9.
GCSE Sociology: A guide for students, By Paul Cooper.
Longman £3.25, 0 582 00289 3.

Publishers are falling over themselves to provide materials for the GCSE. Students will be taking the first examinations next year and textbooks written specifically for the new syllabuses ought to find an eager market. How different are they from the old CSE and O level materials and do they live up to their publishers' claims? Sociology and integrated social science are competitive areas with many books to choose from the GCSE.

Sociology Alive! is well written, well designed and lavishly illustrated with a striking cover, giving it the appearance of an American textbook - all this, but no index, which is infuriating because the contents page is not detailed enough for easy use. The book adopts a thematic approach, which the author says aims to generate discussion on sociological issues and tackle work informally in small groups rather than just on an individual basis. *Social Science for GCSE* does have an index, a detailed contents page and is also well written. Its layout is rather crowded and although it has many illustrations and diagrams, its general design might be daunting to some students. Both books are intended for different syllabuses, but because of the similarities in content between them, I suspect they will overlap a range of courses.

Moore tries to involve his reader by regularly raising snappy questions. This is helpful as the content and related questions are broken up into

ethnic divisions is divided into ethnicity and race, immigration to Britain, race and life chances, explanations for racial prejudice and combating discrimination. Nobbs puts ethnic and racial groups within a section on disadvantaged groups in a chapter on social differentiation.

Social Science for GCSE is divided into four parts covering the methods of the social sciences, and economic, social and political issues, thus emphasising the different disciplines. Although Nobbs claims to integrate each perspective within a topic, such as unemployment, it is not always apparent and there is therefore a possibility that students will think in "disciplinary" blocks rather than taking an overall view. His book is very detailed; has a useful statement of aims - knowledge, application and evaluation. He concludes with suggestions on how to approach school or college assessed components of the GCSE. On balance, *Sociology Alive!* will be the more useful book for students of all abilities and could be used for general social science courses as well as sociology, but Nobbs' format will be familiar to those who have worked with his modern studies books.

GCSE Sociology is a short book to complement a sociology textbook, suitable for any student at school or college, full-time or part-time, or for mature students returning to study. It provides information on coursework and research, on answering stimulus response questions, writing essays and coping with revision. Each section has several activities aimed at helping the student develop his or her sociological skills in line with the GCSE criteria. This is a timely guide offering ways of improving study skills for the application of sociology.

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Disputatious discipline

Classic Disputes in Sociology. Edited by R.J. Anderson, J.A. Hughes and W.W. Sharrock. Allen and Unwin £7.95. 004 301244 2. Active Sociology. By Paul Trowler. Bell and Hyman £5.95. 0 7135 2694 7. A New Introduction to Sociology. By Mike O'Donnell. Nelson £7.95. 017 4481 39 X. Deviance. By Peter Aggleton. Tavistock £3. 0 422 6480 1. Doing Sociology of Education. Edited by Geoffrey Walford. The Falmer Press £11.95. 1 85000 146 4. Enter the Sociologist. Edited by Neil McKeganey and Sarah Cunningham-Burley. Gower Publishing £19.50. 0 566 05213 X.

"Sociology," write Anderson, Hughes and Sharrock in their introduction to *Classic Disputes in Sociology*, "is still a disputatious discipline; as much typified by its arguments as by the knowledge it has produced." True enough, if somewhat understated. Newcomers to sociology are often bewildered, even appalled, by the ferocity with which devotees of different schools of thought attack each other. Watching the fur fly—and, after a time, even managing to tear off or dodge a few lumps yourself—is, though, half the fun. Disagreement, rancour, reproach—all make the proceedings that much more agreeably abrasive.

The book by Anderson *et al.* well captures the matter, if not the manner, of such affairs. This collection contains essays on a number of classic themes in sociology (among others, the future of capitalism, the individual and society, nature and society) and, overall, they are concise and well informed. But to claim that they are couched in "a form accessible to students on a level... of courses" is to exaggerate their virtues. While it is true that Peter Martin's essay on class is probably a model of its kind at this level, those of most of the other contributors are far more suited to students in higher education. William Outhwaite, for example, writing on laws and explanations in sociology, quotes Norman Stockman: "But the reflexivity of ordinary language, to which the concepts of the social sciences are indissolubly bound, precludes

the formulation of unambiguous demonstrative and recognitive criteria for the reference of theoretical concepts." This kind of showy obscurantism induces prolonged melancholia even in seasoned undergraduates; its likely effect on a 16-year-old new to the subject can only be guessed at. Such students are likely to find Paul Trowler's *Active Sociology* more to their taste. Abandoning his usual textbook approach, Trowler offers readings on the core topics of A level sociology. Each passage is followed by a glossary of difficult words plus a number of relevant questions.

This is a welcome attempt to get students to think hard about what they are reading, and Trowler deserves congratulations for a thoughtful and enterprising scheme. And if his glossaries contain the occasional oddity ("jiving; dancing, especially to jazz"), the readings are well chosen and the topic introductions exemplary in their precision and approachability. There is one weak point: some of the set questions are a little vague and could confuse even the brighter student. But this in no way seriously diminishes the value of a book that should give good service to student and teacher alike.

When Trowler writes that his book is designed primarily as a "supplement to the more traditional form of textbook," he doubtless has in mind, with others, Mike O'Donnell's *A New Introduction to Sociology*, an A level text that has appeared in 1981. For this second edition O'Donnell adds to much of the original new chapters on development and underdevelopment, population, social policy and health.

Lucid and comprehensive, these chapters will be welcomed by students who regretted their omission from the first edition. Yet O'Donnell seems to have been strangely partial in his revision. The chapter on educational policy, for example, has been usefully updated with the addition of several paragraphs on the likely effects of YTS and CPVE. But the politics section remains largely unchanged since 1981, as does the chapter on the mass media. Given that the latter has long needed a major overhaul, to let it further gather dust seems ill-advised at the very least. Obviously, students will have to look elsewhere for an acceptable account of developments in these areas.

The media also fall victim to Peter Aggleton's relative neglect in *Deviance*, a generally useful, unpretentious survey, again aimed at the A level market. Aggleton's passing references to the part played by the media in "amplifying" deviance fail to do justice to the possible political functions of saturation coverage of such issues as glue-sniffing and, more recently, under-age viewing of "video nasties". In most other respects, though, this concise little book gives good value—not least in its pithy account of feminist critiques of deviance theory.

Humour is a quality notable mainly for its absence in most sociology books, and a title like *Doing Sociology of Education* promises little in the way of chuckles and smiles. How pleasant it is, then, to read in Geoffrey Walford's collection a number of (apparently) utterly candid and often gently amusing accounts of the practical and intellectual problems to be faced when conducting research in education. If the rare exclamation of "I worked furiously, intensively, manically..." the adrenalin flowed, Andy Hargreaves, so is the sheer drudgery involved (Gleeson and Markle: "In effect, the role of the researcher is lonely, difficult and often boring"). And even when the jacket comes up and research findings make the front page, the resulting distortions can render almost meaningless years of painstaking, systematic inquiry. "The prospect of a good story can lead to unpredictable behaviour in the most respectable of outlets," comments a rueful Neville Bennett on the press treatment of his *Teaching Styles and Pupil Progress*. Let the researcher be warned and beware.

The reflexive account of a Goffman is also favoured by the contributors to *Enter the Sociologist*, a collection in which "each of the authors was given maximum scope to write on a topic of their choice and in a style which they were comfortable." This was a mistake. Too many of those involved seem to have taken this as an invitation to try to imitate Laurie Taylor's informed drollery. In the event, they only succeeded in showing how very difficult it is to be both relaxed and funny in print.

Laurence Alster

Problems, problems, problems

Chambers Teenage Information Series: *Aids*. By Alison and David Kilpatrick. 0 550 20571 3. On the Road. By Alexander McCall Smith. 75222 6. Getting a Job. By Nicola Wood. 75221 8. Families. By Ann Mitchell. 75220 X. Chambers £1.95 each. Human Rights. By David Selby. Cambridge £3.25. 0 521 27419 2. Inequality in the World. By David Griffiths and Ian Gilliland. Chambers £2.50. 0 550 70213 X. Society, The Modern World and You Series: *World-Wide Issues*. By Robin

Social studies is largely about dealing with issues. Some of these books are valuable additions to existing issue-based lists. The Chambers Teenage Information Series already has 10 volumes and with the publication of *Aids*, the range of topics is extensive. The series does not shy away from providing explicit information, but offers a

conciliatory approach to be often difficult moral issues under discussion. *Aids* is a topic that should be included in the school curriculum, not just for preventive reasons, (a debatable justification anyway), but also to dispel the many myths that have grown up around the disease. The authors state in the preface that some adults might object to the contents of the book. If schools are expected to help their pupils become aware of what is happening around them, then they should not be criticized for doing so. Their intention is not to shock or moralize but to inform and as such this short book is most important. Every school should have several copies along with a complete set of the series. *Human Rights* is an important addition to the Chambers Modern World Issues series for older pupils. It is full of devastating case studies of the abuse of human rights around the world. Chapters on America, the Soviet Union, Indonesia and human rights in the West will provide much thought for discussion. Great Britain is not excluded from this list. For example,

hold extensive information on our daily lives. This book should be widely used.

The Chambers Modern Studies is a series for students studying contemporary affairs. *Inequality in the World* aims to help pupils contribute to the North-South debate. Its clearly defined two-colour format will be an asset to informed discussion about these issues. CRAC complete their series with two books. *World-Wide Issues* (focusing on people, resources and environment) and *Rights and Responsibilities* (the family, education, work and law and order). The series is targeted at TVET, CPVE and PSHE courses and generally for the 14-18 age range.

More Problems follows the first volume with the same picture-strip format dealing with issues ranging from discrimination to shop-lifting. This series will be a useful resource for third-year pupils. *Medicine and Moral Issues* and *Communication* add to the excellent Checkpoints series. Each booklet considers a large range of issues which could be handled by students in the 14-19 age-range. A strength of this series is that it can be used by a diverse age group.

Lifelines is the third book in the Collins series of five: "a stimulating, coherent course in social and personal development for 11 to 17-year-olds of all abilities." It concentrates on the media, body shapes and sizes, and planning and organizing study time. The series is well designed with good illustrations and cartoons and provides the basis for starting and developing a

Awkward facts of life

Aids. By Nigel Hawkes.

Franklin Watts £5.25. 0 86313 628 1.

£2.50. 0 86313 632 X.

Nuclear Safety. By Nigel Hawkes.

Franklin Watts £5.25. 0 86313 487 4.

The Space Race. By Pearce Wright.

Franklin Watts £5.25. 0 86313 488 2.

The Nuclear Issue. By J.J. Wellington.

Basil Blackwell £17.50. 0 631 90033 0.

Nuclear Weapons: The Last Great Debate? By Peter Griffiths.

Edward Arnold £5.95. 0 7137 7492 7.

Nuclear Power. By Nigel Hawkes.

£2.50. 0 86313 628 1.

Hawkes. £2.50. 0 86313 632 X.

Observer Modern Studies Handbooks/

Holmes McDougall.

Save Our Planet: An Anti-Nuclear

Guide for Teenagers. By Jim Eldridge.

Magnet Books £1.95. 0 416 02512 9.

Finding out series: CRAC/Hobsons.

(Various prices including discounts for

sets of 10 with teachers' notes.) About

nuclear energy. 0 86021 792 2. About

smoking. 0 86021 793 0. What happens

when I drink. 0 86021 496 6. About

drinking and driving. 0 86021 560 1.

About medicines and drugs. 0 86021

798 1. About animal experiments. 0

86021 927 5. About modern farming. 0

86021 907 0. About tourism in action. 0

86021 898 8. About tourism and the

British economy. 0 86021 728 0. About

advertising. 0 86021 555 5. About

information technology. 0 86021 902 X.

What happens when I vote. 0 86021 812

0.

A veteran play-watcher, Joe Ben-

jamin, told me that the latest name for

the ancient game of "he" or "touch" is

Aids. It's a reminder that the young

cannot be insulated from the issues

that plague the adult world. But our

public spokesmen and women are

deeply equivocal about the general

studies, liberal studies, modern studies

area of the curriculum.

On the one hand, whenever some

group of people, whether about

drink or drugs or the collapse of

manufacturing industry, the demand

arises that it hit up to the schools to do

something about it. (On the latter

topic there is even a lobby that claims

that the schools are responsible for it.)

But on the other hand, there are

always those who regard sex education

as a conspiracy to subvert British

morality, until Government propaganda

about *Aids* suddenly makes the most

explicit discussion of our sexual habits

meritorious. Similarly, discussion of

the nuclear issue, whether about nuclear

weapons or about energy re-

sources, is seen by some as automati-

cally subversive unless it transmits

"responsible opinion", meaning that

of the Government and its industrial

nuclear establishment.

Hence the howl that arose about

peace education, which would seem to

be a praiseworthy pursuit in a world in

which little local wars in most contin-

ents are testbeds for the weaponry of

the great powers. The very use of the

phrase, as one of these authors points

out, "evokes quite irrational and emo-

tional outbursts". Presumably an

acceptable term would be war educa-

tion.

There are thus two levels of

"issues": those we are agreed on and

those on which we disagree passionat-

ly. A first level issue is undoubtedly

Aids. Immense cure has been given to

the design of what is claimed to be "the

very first book for children about

Aids". It is graphic, outspoken and is

intended to dispel myths and scares.

Its author is Nigel Hawkes, a fami-

liar name, since he is author of several

other books on this list. He seems to be

an all-purpose issues writer, and is in

fact the diplomatic correspondent of

The Observer. Don't think that I say

this sneeringly. Journalists, whether or

not backed up, as in these books, by a

series of specialist consultants, are by

the nature of their trade, skilled in

making complicated issues simple for

the rest of us. Veterans of the liberal

studies world will remember those

happy days in the 1960s when the

Mirror featured in the centre of the

diplomatic guide to issues and dilem-

mas, instantly in the hands of the class.

Two things destroyed this resource.

First, the emergence of a rival paper

with no such aims, which meant that

general studies teachers could no longer

rely on members of the class seeing

the *Mirror*, and second, the decline in

the paper itself.

But at the same time, there arose

among the posh papers' Sunday maga-

zines, a rich source of graphic material

that any teacher who took the trouble

could obtain freely in bulk. Wonderful

class hand-outs! Anyone who still has

tattered and cherished copies of the

1960s colour magazines of *The Observer*

or the *Sunday Times* will need no

convincing of the decline in the educa-

tional, or simply informative value of

those journals.

All the same, the throw-away press

was able to go on buying material

which by the standards of educational

publishing was too expensive to be

used. Like urban land, it became too

valuable to be useful. It was sensible

for the Edinburgh publishers Holmes

McDougall to do a deal with *The*

Observer to produce a series of Mod-

ern Studies handbooks based on large-

scale grainy photographs and a com-

elling text. The books give us a

glimpse of the kind of superb presenta-

tion of issues that the staff of *The*

Observer would yearn to achieve if

they were freed from the constraints of

space, fashion and the need to be

sensational. Terry Bell's *South Africa*

is outstanding, but so is the busy Mr

Hawkes' *Drugs and Nuclear Power*,

which concludes with a postscript on

the significance of the Sizewell Report.

His book on *Nuclear Safety* in the

Franklin Watts Issues series is in-

tended for a slightly younger age

range, but doesn't mince matters.

Nuclear power, he tells his readers, "is

a dream that for many has gone sour".

James Wright, who is science editor of

The Times, brings a similar gift of

simplification to a lavishly produced

account of the space race. The same

formidably high standards are brought

to *Nuclear Weapons* by Peter Griffiths,

a marvelously well-written account of

the background to the issues on which

the great powers are allegedly nego-

tiating today. It includes class tasks

and role-play activities.

Unlike our other authors Jim

Eldridge is frankly partisan. He is very

good at exposing the double-think of

the pro-nuclear arguments on safety,

the links between the peaceful and

warlike aspects of the nuclear industry,

and in explaining the potentiality of

energy from renewable sources. His

book is very cheap and attractive and

makes effective use of quotations of

the opinions of pillars of the establish-

ment from Mountbatten to the Astro-

nomer Royal.

For a very long time, teachers have

been aware of the amount of free class

material available from trade associa-

tions, nationalized industries and big

companies. The handy *Treasure Chest*

for Teachers provided a guide to them.

Naturally they varied enormously in

quality. Some were merely the product

of public relations budgets, some had

very little classroom potential. The

Finding out series is an effort to

rationalize this expensive output by

turning the sponsored input into full-

colour project books for 14-to-18-year-

olds and relating them to syllabuses in

a variety of subject areas, with an

emphasis on GCSE. One copy of one

of the latest, *About modern farming*,

has been sent to every secondary

school in the country. It is sponsored

by five different organizations and has

comprehensive teachers' notes. If you

ARTS

Television

Convincing but not conclusive

In general, there is an end-of-season feel about television. Equinox ("Hole in the Sky", Channel 4, September 3), reporting on aerosols and the ozone layer, managed to look and sound just like *Horizon*. This, in a series that has been remarkable for its apparent determination not to copy the didactic style of a BBC2 science documentary, I found seriously depressing. After an animated demonstration of the effects of CTC on the ozone layer, we travelled to Antarctica to meet a couple of American scientists who seemed unable to converse without the aid of an overhead projector, saw the launching of a weather balloon, studied some computer printouts and learned that the evidence is convincing, but not conclusive. The commentary was mainly in the historic present, a tense favoured by programme makers when they guess that the length or complexity of the material may exceed the audience's attention span or ability to comprehend it.

Film, in any case, uses an unavoidable present, which is one reason why a fascination with the decorative styles, clothes and hair fashions of the Forties seems morbid, particularly when you add the uniforms and other unpleasantness of Fascist Europe (*Mus-*

solini, BBC1, September 1-4, or the first episode of *Sins*, ITV, September 6). In *The Happy Valley* (BBC1, September 6) the setting was the decadent society of colonial Kenya. As it turned out, this was an absorbing reconstruction of the events surrounding the murder of Lord Errol (through the eyes of the young girl (Holly Aird) who had to carry the burden of the murderer's confession as well as an unendurable home life. But by the time it ended I had had enough of the Forties for one week, so I left the video watching *A Wreath of Roses* on ITV.

The makers of *Mussolini* (BBC1, September 1-4) did themselves an injustice when they subtitled it: "The Untold Story", since most of what it showed could be authenticated from one source or another. It had the facts, but not much to say about them. Normally, two words are enough to tell you that power corrupts.

Paradoxically, the most forward-looking television of the week was *Clive Jermaine: The Best Years* (BBC2, September 3), which followed the author of *The Best Years of Your Life* through 1986, the production of his play and the reaction to it. Jermaine, who is 22 and has suffered for eight years from cancer of the spine, was both perceptive and honest about his

illness, his feelings, his hopes and the reactions of others, and talked about them with the detachment of someone who has had to come to terms with an impossible situation. He revealed a touching determination to keep photographs and other records of his life, and the programme left you sharing his sense of its value, rather than with a sense of waste.

"Joan Collins' *Sins*": ITV's publicity for its latest mini-series sounded libellous, but it was merely an invitation to sample another adaptation from one of those novels which have the title embossed on the cover. In fact, Miss Collins appears as a woman who sins rather less than the characters she is used to playing and according to *TV Times*, wears "45 stunning costumes" in the six-hour series. This means, stunning us with a change of clothes on average every 4.2 minutes and, after a week of *Mussolini* and World Championship Athletics, it was going to take stamina to keep up, especially as we also got a plot for our *Sins*. As if that wasn't enough, the same evening saw the return of *Howard's Way* (BBC1).

But amid the old movies and new minis, there are encouraging signs of more conscientious Autumn scheduling. *Bust* (ITV, September 9) looks like an enjoyable story about a

wheeler-dealer (Paul Nicholas) who goes bankrupt just as his marriage is on the verge of collapse, and has to deal with an embittered wife and violent creditors, as well as trying to make enough money to live in the only way he knows how. The BBC Classic Serial, *Vanity Fair* (BBC1, Sundays from September 6), promises (or threatens) everything you expect from the genre.

In contrast to the BBC, both Channel Four News and News at Ten on September 9 led with an update on the parents of Dewsbury, pointing out that this was likely to be the most urgent matter on Kenneth Baker's desk when he got back from holiday. A question of race or of parental choice? "This problem will not be resolved by sensational reporting," Jack Straw said, suggesting a misplaced confidence in the sense of responsibility of the popular press. Whatever one may think about some aspects of its news coverage, television can headline an issue of this kind without inevitably sensationalizing it. At least you feel they are trying to aim for the head, and not for the gut.

Robin Buss

Radio Soap Sense

One of Radio 4's embarrassments is that it is the station of the south. While around 20 per cent of the population (aged over 16) listen to it, sometimes each week in, say, Kent, Sussex and Cambridgeshire, it reaches less than 10 per cent of listeners in Derby, Leeds and Humberside. (Its highest audience figures are in Oxford where 27 per cent listen during a week.) One of its strategies to break its own north/south divide is a new serial, *Citizens* - set in London.

This is not quite as daff as it sounds. "The serial," will tell the story of "five young people from varying ethnic and social backgrounds who meet at college." They include an Asian doctor from Birmingham, a Scot and Liverpudlian twins. Their rich landlord is East Anglian. The serial starts at the end of October and will be broadcast twice weekly on Tuesday and Thursday mornings (on Radio 4 and on World Service) with an omnibus repeat on Saturday evenings. Rumour has it that this repeat is to be more or less self-contained: you won't have to listen every week for it to make sense.

To set up any soap is to set up a target. If *Citizens* sounds a little more contrived than some, it may well find its style once it has been allowed a few weeks' run. Meanwhile BBC Drama Departments around the country continue to bring us the authentic sounds of the provinces. In many ways the sound effects were the stars of *Dad's Army*, produced in Cardiff by Adrian Mowbray. While I could not always work out what was going on, I was convinced I was hearing the sound of salmon poaching.

The play, a story of two wily old North Walesmen, began as if it were auditioning to be a situation comedy. One's immediate tendency was to complain it lacked pace and jokes. Instead it slowly grew into a subtle and moving play about the loneliness and fears of old age. Derrick (Teri's script) was also a nice vehicle for John Alderton (as an innocent Englishman, first their victim and later their accomplice) to prove that he can indeed act and is not merely good at pulling put-up faces in television comedy.

Well worth noting is next weekend's *Saturday Night Theatre* (7pm). The *Fanny Man* by Mike Stott is an erotic Northern comedy set in 1923 in the world of Lancashire League cricket. It tells of handsome young Arthur, star of the team, and the attempts of his more intelligent, passionate wife to arouse his interest. "Arthur, do you need pyjamas on tonight?" "Well, it is nearly autumn." How she does eventually excite his ardour (and jealousy) makes a well-paced and often very funny play but this is far more than a typical Lancashire comedy. It explores quite subtly the potential conflict between hobbies and home and the frustrations of the emotionally inarticulate. Direction is by Robert Cooper.

Starting this Sunday afternoon (2.30pm) is another Radio 4/World Service joint venture. It is the second season of "Globe Theatre" which features plays from around the world. It opens with one set in Queensland and written by the Australian dramatist, David Williamson. In subsequent weeks there are works by the Brazilian, Alfredo Dias Gomes; by Tennessee Williams, Michael Frayn; Wole Soyinka and Friedrich Dürrenmatt.

David Self

RUNNING FOR BRITAIN



"Running For Britain" by Cath Tate, one of over 100 images of contemporary Britain to be seen in the exhibition State of the Nation at Coventry's Herbert Art and Video Film are strongly represented and a programme of artists' workshops in all media, for schools and colleges, accompanies the run of the exhibition. For details of these as well as lectures and gallery tours, contact Jenny Costigan; Coventry (0203) 25555 Ext 2162.

Role model

Henceforward, by Alan Ayckbourn, Stephen Joseph Theatre, Scarborough, until October 31.

In the second act of Ayckbourn's 34th there is a very funny variation on the ten-party in *Pygmalion*, where the composer Jerome succeeds in passing off a model (ie. android) as a real-life fiancée. He does this by persuading his daughter, who is a ninny from social services that he is fit to have custody of his daughter, last seen as a sweetie in a home for the aged.

cause the real model (ie. actress) he had hired as his fiancée walked out when she discovered her every sob and moan was being secretly taped as the source for Jerome's next synthesized musical composition. And the theme of the human and mechanical and the exploitation of people by the artist runs intriguingly through the play, for example in the varying references to the android as "it" and "she".

When he finds his daughter, four years on, Jerome is horrified to discover she has turned into a violent, sullen gangster who rules the streets in the savage city of futureworld (fuzzy reminiscent of Peter Plannery's *Savage Amusement*) which Ayckbourn calls the action. Unfortunately there is no ex-

planation of how this paranoid social vision might have come about (none of the adults seem to have emerged from it).

In Barry McCarthy's performance Jerome seems self-obsessed and his problems as an artist a mere indulgence in contrast to the raging world outside. And Ayckbourn skirts a simplistic sentimentality in suggesting the resolution lies in the literal embrace of just such a nuclear family whose miseries his previous plays have so perceptively analysed.

The author's direction makes the best of everything on stage while Serena Evans and Penny Bunton bring equal vivacity to their dual roles as mothers and daughters.

Timothy Ramsden

Young opera

Young orchestral players aim for the National Youth Orchestra, aspiring actors for the National Youth Theatre. But there is no obvious route to the professional stage for singers. Denis Coe, director of Cleveland Arts, saw a gap to be filled and this month launched Britain's first youth opera company with seven performances of Mozart's *Don Giovanni* in Newcastle and London.

At a time when many professional companies are in danger of closure the impoverished opera scene hardly seems to need another touring company. Yet Coe believes that the musical world will welcome the venture as a valuable training initiative for singers who, even if they are lucky enough to gain a place in a professional company, may have to wait several years before emerging from the chorus and a taking on a solo role.

The cast for *Don Giovanni* was drawn from music colleges and from the pool of young singers on the fringe of the professional scene. Selection was by audition. The musicians included players of school age and for many this was the first experience, not only of playing in the pit, but also of opera itself. British Youth Opera states openly its hope that the young cast will attract more young people to the opera house.

Denis Coe makes no attempt to disguise the fact that the first year has been difficult. Finding sponsorship has been a problem, and most of the money, which this year has had to cover both establishment and performance costs, has come from trusts. The Tyne Theatre has been particularly supportive, as has Opera North who lent costumes and props, and Newcastle University who offered its campus for the six weeks of intensive rehearsals.

Don Giovanni, though by no means undemanding, is an opera which is particularly suited to a young cast, dealing as it does with the preoccupations and passions of youth. Jason Howard, currently studying at the Royal College of Music, was a convincing and not wholly unlikeable lecher in the title role, while Leporello, despite an inconsistent northern accent, injected plenty of life into the wily servant. The female roles were particularly well cast. Julia Parrott played Donna Elvira, too often stiff and harden-like, with sensitivity and Linda Shoratt was in powerful voice as the impassioned Donna Anna.

The ensembles were impressive, an aspect of Mozart opera which artistic director Peter Knapp, co-founder of the company and a distinguished interpreter of *Giovanni* with Kent Opera, deems crucial, and one to which the cast, having worked so closely together, has obviously responded.

Perhaps the greatest problem faced by British Youth Opera is public prejudice. "We have to convince audiences these young people really can sing," says Denis Coe, whose vision of the future includes BYO as a permanent establishment bringing opera to the north-east and regular employment for young singers. Now is the time for reappraisal of repertoire (would lesser known operas be more appropriate?), of the timing of performance (would it be wiser to avoid a clash with the Proms?) and for the keeping fingers crossed.

Philippa Davidson

For further details about British Youth Opera contact Denis Coe, British Youth Opera, PO Box 12, Marton House, Borough Road, Middlesbrough, Cleveland TS4 2YP. Tel: 0642 213347.

String genius

The Lindsay String Quartet present a festival, entitled "The Genius of Haydn", at the Wigmore Hall between September 12 and 20. Their aim is to celebrate the birth of the string quartet and their programme includes all Haydn's great string quartets from Opus 20 onwards, in daytime and evening concerts.



Charles Dance as D W Griffith in Good Morning Babylon

History becomes myth

Comrades (PG)
Curzon West End
Good Morning Babylon (15)
Lumière, St Martin's Lane
Federico Fellini: a retrospective
Barbican, September 18-30

Bill Douglas's *Comrades* stands out as one of the most remarkable films in a decade that, despite everything, has not been a bad one for British cinema. It succeeds, perhaps, against expectation, a hymn to the Tolpuddle Martyrs, it avoids propaganda. It is photographed like a painting, but without indulging in any of the nostalgia or obsession with the trivia of the past that you associate with modern historical drama. Intelligent and imaginative, the narrative is unpretentiously "poetic": sometimes literally, through the unforced use of verse in the dialogue, or through other devices which help to make the film, over its three hours' length, an enchantment for the eye and for the mind.

Comrades is a lesson about our understanding of history: it starts with a skirmish that recalls Peterloo, 15 years before the Tolpuddle events. From then, the story itself is framed in the travels of a lanternist, an itinerant entertainer who plays the role of witness and, adopting different personae, illustrates the history of moving pictures with his kinetic toys. While the film explores the characters

of the six labourers and their world, the lanternist exemplifies the process by which history becomes myth.

The first two-thirds are set in England, while the last is a largely invented account of the six men's experiences after their transportation to Australia. Vanessa Redgrave and James Fox have cameo roles among the Australian élite and Robert Stephens, Michael Hordern and Freddie Jones represent the aristocracy, the liberal middle class and the clergy over here. But the six main parts are played by local familiar actors and nothing detracts from our belief that their faces and accents are the faces and accents of a native protest against injustice, in a work as English and as undogmatic as the Socialist tradition it records.

The Taviani brothers, Paolo and Vittorio, pay homage to a moment in the development of cinematography after the magic lantern, but they are also concerned with history, tradition and myth. At the same time, this is an obviously personal project, a film by two brothers about two brothers helping to make a film, suggesting the affection and intuitive understanding that goes into their work. Nicola (Vincent Spano) and Andrea (Joachim de Almeida) are sculptors who emigrate to the US and eventually find themselves building the sets for D W Griffith's *Intolerance*. The film establishes a continuity between Griffith's work and the epics of early

Italian cinema, and between medieval craftsmanship and the co-operative art of film.

Good Morning Babylon gives an enjoyable picture of Hollywood, with some effective moments, including an encounter between Griffith (Charles Dance) and the young men's father (Omro Antonutti). But the Tavianis are exciting partly because you fear constantly that they are about to go over the top, making every major scene in a spirit of bravado that defies sentimentality and exaggeration. The climax of *Good Morning Babylon* is so ludicrous that, in print, it could only be done for laughs. On film, they almost carry it off, which may be a tribute to their talent; but why do they take the risk?

Even in London, British audiences are given only sporadic opportunities to study Italian cinema this year, for example, the National Film Theatre has not had a single season of Italian films (unless you count a Guardian Lecture by Francesco Rosi and a group of three works by Pasolini); so it is worth noting that the Barbican is about to hold a Fellini retrospective: three rare shorts and all 18 features, including *Vittelloni*, *La Strada* and *La Dolce Vita* (though *The White Sheik* and *The Clowns* are still unconfirmed). It may be some time before you get another chance.

Robin Buss

Theatre man

The Madcap Prince.
Manchester Youth Theatre.
The Untaming of the Shrew.
Trafford Summer Drama Course.
The Garrick Theatre, Altrincham, until September 12.

Richard Brown's direction of *The Madcap Prince* made best use of Manchester Library Theatre's tiny stage. The cast, all in grey, with occasional splashes of bright colour, sat on cushions against grey walls, slipping in and out of the action, becoming soldiers or customers to Mistress Quickly, becoming the sides of the boat that takes Henry to France. It was a method which ensured a steady pace to this compilation of three Shakespeare plays.

The aim of editor Geoffrey Sykes, for 22 years the youth theatre's director, was to present a workshop study of Prince Hal in his development towards a great Shakespearean role. Certainly participants gained valuable experience in making individual scenes effective in performance. The Shakespeare they all grasped confidently was the popular, below the belt - lusty and comic man of the theatre. Perhaps it was that very success which betrayed the fact that most of the cast were only begin-

ning to encounter Shakespeare as arch observer of human turmoil. But at least it was clear that the encounter was healthily underway.

This year, Manchester Youth Theatre auditioned over 500 hopefuls for 200 places. The performances are something of a showcase and as such demand tough criticism. The objectives set by Trafford Education Authority are altogether different. While the competitive and ambitious aspects of most adult theatre are part of the Manchester experience, in Trafford all comers are welcome to the summer course, which for 10 years has been directed by drama adviser Garth Jones.

The Untaming of the Shrew, devised by Mr Jones with considerable contributions from Shakespeare, presents youngsters with an average age of 15 with their first chance to work closely on an Elizabethan text and to explore the themes in professionally supervised workshop sessions. The process is probably more important than the result, nevertheless the devised scenes I saw, during rehearsals made for a most enjoyable evening. Pupil Desmond Campbell has composed a West Indian rap based on the bard's words. The productions are sponsored by Ciba-Geigy plc and Ciba-Geigy Industrial Chemicals.

Judy Metcalfe

Winning on points

Hugh David on London Festival Ballet's education programme

Too often, theatre "education departments" seem to do little more than function as adjuncts to the box office, bussing in parties of children to fill up rows of otherwise-empty seats. Seldom do you find one which more properly equates education with public relations and sets about explaining itself to every section of its audience - one like that attached to the London Festival Ballet.

In the capital for its annual summer season at the Royal Festival Hall earlier this month, the touring troupe has been showing off a wide and truly committed education programme as well as productions of *Coppelia* and *Romeo and Juliet*. Throughout their three-week stay, there were open days for the general public (one of which attracted more than 300 people), ballet workshops, backstage tours, concerts and classes. But, if these were exhausting enough for the dancers and technical staff involved, they were also only the icing on a multi-layered cake which is the LFB's Education and Community Programme.

Behind the scenes, as it were, the real work was being done in closed sessions. As part of the company's commitment to the City of Westminster, one of its principal funding bodies, there was a five-part course based on its work and considerable liaison with schools. The company's full-time Dance Tutor, Mrs. Jane Somerville was also running a series of workshops for mentally handicapped adults.

Culminating in a visit to a performance of *Coppelia*, this began with four sessions at a Social Education Centre in Lisson Grove, London, and then moved into the Festival Hall. Mrs. Somerville introduced the group (of varying levels of disability and with ages ranging from 20 to more than 60) to all aspects of the work: the story of the ballet, costume and basic movement. Watching their final private "presentation" of high-lights of the story, it was impossible to imagine a more inspiring and worthwhile piece of educational work.

Far from being a one-off, however, this project was one of several long-term schemes with which the London Festival Ballet is involved. Similar work is undertaken in many of the towns and cities which the company visits. Three schools in Bristol will take part in ballet workshops prior to its arrival there in the autumn. In Bradford, where the Alhambra has housed the company since 1950, a two-pronged programme will involve parties of school-children next term and in the spring of 1988.

In October primary and middle schools will attend *The Nutcracker*. Then in April secondary pupils will have a chance to work on a project associated with Natalia Makarova's new production of *Swan Lake*. Book now to avoid disappointment - and see what real community work can achieve at the Festival Ballet's Day of Dance at the Bradford Alhambra on Sunday September 27.

Further information from the Education and Community Programme, London Festival Ballet, 39 Jay Mews, London SW7 2ES. 01-581 1245.

MUSIC TEACHERS

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RESOURCES

The tough question of opting out has been suspended over the summer. The end of August left most local education authorities in a state of uncertainty about how to respond to the DES proposals. This has not been their fault. With consultation documents still trickling through at the end of July, and most schools in England and Wales on holiday through August, there has been no possibility of consulting unions, headteachers, parents, or governors.

The implications of opting out are tremendous for the resourcing of schools. What, for example, is the relationship of an opted-out school going to be with the local authority, its equipment, teaching materials, library services, INSET, even the most basic requirements such as exercise books and paper?

Opted-out schools will be centrally funded, with a *pro rata* proportion of their authorities' education budgets based on pupil numbers, but the implications of this are still not clear. Unofficial discussions have been taking place in some authorities; others haven't even got that far. Anyway, until the legislation is in place and authorities know what will actually be constrained legally, and what will be left to their discretion, at best they're floundering. There's a certain amount of scepticism, even in the Tory shires, about the Secretary of State's awareness of the cost implications.

Durham's Director of Education, Keith Grimshaw, is more forthright. Although Durham's politicians have no published policy yet, he is pretty sure no opted-out school will get any favours from the city. All the economies of scale which maintained schools enjoy from Durham's competitive tendering of contracts, and discounts on equipment, would disappear. Schools would also lose their right of free access to INSET and to all kinds of formal and informal advice through the city's advisory schemes. Mr Grimshaw seems certain: "We wouldn't do it for free."

What happens, too, when the head turns up one morning to find the labs burned down? Getting on to Whitehall for help doesn't seem so straightforward when you're nearer Inverness than London. Hampshire, too, is concerned about insurance implications. At the moment, they carry their own insurance risk. Schools do burn down, and Hampshire carries the million or two for rebuilding. Opted-out schools would presumably forego this underwriting, and have to fork out their own premiums.

The other area which Hampshire



Missing out?

If schools opt out from their I.e.s.s, what are the implications for their access to local resources? Jessica Saraga reports

feels particular to itself, is its music for which it is well known. Its peripatetic teachers might no longer be available to opted-out schools, nor might entry for their pupils into the schools' hands in this kind of provision. The London borough of Sutton operates with similar success, and pays for its promising young musicians to attend Saturday sessions at the Royal Academy and Royal College.

The difference is that concessions in Sutton are available on parents' residence rather than through attendance at the borough's schools. But Sutton is only just emerging from the long trauma of attempted comprehensiveisation which flourished after the Government's re-election. Its Alliance council is waiting to see what will happen among its schools before deciding policy. Labour Derbyshire is doing the same. They all have their suspicions.

In the Inner London Education Authority they've had no indication of schools wanting to opt out, but the concern is far more with the possibility of whole boroughs opting out. At the

moment ILEA prepares and publishes its own learning resources which it sells at a discount to its own schools. It provides library accommodation to all its secondary schools, sixth form centres and teachers' centres, and staffs them with chartered librarians. It provides media resources officers with a support team to fill in their absence, so schools have continuous resources back-up.

No decisions have been made about what would happen to all this, or indeed about the more standard resource provisions which ILEA provides. Their commercial role as suppliers, though, won't be affected. They took over the huge GLC educational supply operation when the GLC was disbanded, but this had always traded on equal terms with any educational authority that chose to use it, and continues to do so.

Governors anywhere who consider opting out will have to be aware of all kinds of possible dangers. Finance, the borough's educational welfare service, psychological service, school meals service, and legal and financial services.

Meanwhile, political discussions are hotting up. The Association of Metropolitan Authorities holds its Education Committee meeting on the subject this week; the Association of County Councils is beginning to gather in responses from its members. There's no indication of whether attitudes will divide on party lines. Will opted out schools in Tory authorities get more concessions and a better resourced deal locally than those in Labour or Alliance authorities? More than half the 46 councils in the Association of County Councils, anyway, like Hampshire, are hung. Perhaps the issue will be seen more as one of local versus central power, so that an opted-out school will get little support locally, whatever the colour of its authority.

It's hard to believe that any educational authority is going to view the living off of its schools with equanimity. It's equally hard to believe many schools will see much advantage in opting out if the resources position is as crippling as it conceivably could be. There's a limit to the number of fetes, fairs and boot sales parents can hold, even in the most prosperous areas, and they're approaching that limit already.

Nitty Nora

Head Lice: Detection and Treatment Tape/slide presentation £24.95+VAT (£29.95+VAT for video format) Durwen Audio-Visual, Durwen House, Theobalds Park Road, Enfield, Middx EN2 9BJ.

Anyone who has not experienced the presence of head lice could be forgiven for thinking that they are something only "other people" get, or that eradication is the responsibility of health professionals like the school nurse. ("Nitty Norm" is what she was sometimes called and this is unfortunately what many people still associate with the job.)

Those of us who have had a visit from the little creatures know better. *Pediculus humanus capitis*, the human head louse, is still very much alive and on the heads of many pre-school and school-age children, but it is amazing how many parents still don't know what to do when their child comes home from school having been diagnosed as having nits.

If all parents of children starting school were shown this excellent tape/slide presentation and had their questions answered by the school nurse, they would be more informed and confident about how to deal with the problem should it arise.

The set of 43 slides with taped commentary takes us through the process of checking for head lice in the Jackson family, where daughter Sarah's hair is being examined at her weekly hair wash. We also see Sarah and her older sister Jane having their hair treated with lotion.

The slides are up-to-date, clear and unambiguous. They were made with the advice of Joanne Wickenden, Health Education Adviser of the Medical Entomology Centre at the University of Cambridge and with the co-operation of the School Nurses of the Enfield Health Authority. They are simple enough to show to children, even quite young ones, but also highly suitable for groups of parents.

We're not going to stop children getting head lice, but we can do an efficient job of informing parents and children about how to deal with them. "Nitty Nora" must become a thing of the past, but more parents taking on the responsibility of checking their offspring for head lice.

Liz Swinden

Last minute

Lessons at Short Notice By Gillian Pender £9.95 Ward Lock.

Head teachers, particularly, know what it is to walk into a classroom and start a lesson without actually knowing what it is going to be about. Materials which help solve this problem are always welcome, and this pack is particularly good.

It consists of an A4 pocket folder containing a 20-page teacher's guide and pad of 48 classroom worksheets for which copying permission is given. The 48 topics are diverse - ranging from "signs and symbols" to "what's on a stamp?" but in general they are interesting and will often shed a slightly different light on a topic which is covered elsewhere in the curriculum. One worksheet, for instance, shows a Victorian street scene in which the pupils have to find 10 anachronisms.

Of course, some teachers, given the opportunity to exercise a skill or simply to read to the children. In an imperfect and busy world, though, all genuinely practical help will find its use, and this pack is worth the investment.

Gerald Haigh

Next week

Barry Fox reports on the latest audio and video exhibits at the Berlin Radio

COMPUTERS/IT

In the first of our weekly pages on computers and information technology, Eric Deeson calls for a consistent, national long-term policy

Online

LABOUR-CONTROLLED Strathclyde Region, which educates 320,000 pupils - half of Scotland's future - has just won all spending on supplies, putting the entire computer contract in jeopardy. Strathclyde's 1987/88 budget is £54 million over the guidelines (around 5 per cent on £1,000 million) so the government claw-back of £94 million has punitive effects.

Disappointed expectations for computer systems could seriously embarrass secondary schools offering Standard Grade Computing Studies - the new course which started in August to prepare pupils for their first exam in April 1989. Classroom activities require hands-on computing, and although the region averages around 10 micros per secondary, some have as few as three.

SHAREWARE is an approach to software distribution that stands the notion of piracy on its head. Users are encouraged to copy discs for their friends, who - if satisfied - are invited to send a donation to the author, who thus saves the costs of marketing, distribution and discs. Documentation is usually on the disc, so you print it for yourself.

A variant is where donations are invited to a charity (how long before someone dubs this "careware"?). Apparently most people who receive shareware actually do send donations - a more positive view of human nature than hacking and piracy.

Psychrot is a splendid example: developed by Chris Reynolds for BBC Micro/Master, it offers "a psychedelic tour of the Mandelbrot set", including some of the most fascinating graphics I've seen on a micro. You can control colour, shading and timing, or sit back and watch a fractal fantasia which runs unattended. Copies can be obtained by identifying problems before solutions rather than the other way about.

The IT ESG scheme, first outlined in May, is part of a five-year plan for promoting IT in state schools in England (Northern Ireland has already started in this direction, Wales will follow soon, and Scotland has a different system; there's also £4.8m for non-advanced further education and £2.1m for computer-aided design training). The figures may seem ungenerous to hard-pressed teachers; they represent, after all, a great chunk of the year's total ESG funding for new

What should be the future place of information technology and computer studies in the school curriculum? Teachers should send their recommendations to John Foster, Director of the Microelectronics Education Support Unit.

Mr Foster invited views on such matters when he spoke at the annual MUSE conference on the past and present roles of MESTS - and how it expects to work with Government. The Information Technology in Schools Education Support Grant (IT ESG).

He spent some time on the story of MESU since his appointment a year ago. It is a tale which reveals a marked lack of concern about continuity in this area - the Microelectronics Education Programme closed its doors in April 1986, but few MESU staff were appointed to succeed them before last January. The organisation has tended to see its role mainly in consolidation of effort and dissemination of information; it has already started to build up useful information services and links with the local education authorities; it is now beginning to dole out some cash for development projects.

We can applaud this progress in view of MESU's late start and the fact that they have less money and fewer staff than MEP had, they have no regional structure, and they are determined to identify problems before solutions rather than the other way about.

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Quids in?

projects. However, they require us to think urgently about what direction we should all be taking.

John Foster quoted Angela Rumbold's recent announcement of the scheme: "IT offers great potential to improve education (and should lead to) new learning opportunities that the micro alone can offer." How much the exploration can fit in with the moves towards a National Curriculum is a moot point, for the consultative document barely mentions IT. However, the Department of Education and Science seems determined to address its role across the curriculum.

So where should we be going as far as hardware is concerned? Local authorities must outline five-year plans by the end of this month in order to have a good share of the £8.5m set aside for hardware support. Is now the time to make the transition from the 8-bit system typified by the BBC

Micro, 380Z and Spectrum, or should we wait a little longer before moving into 16-bit technology?

We are told that the Government wishes to encourage MS-DOS compatibility, the use of C and Pascal, and applications software portability - all within an "open environment". They also want to see us move yet closer to keyboards in all classrooms: two per primary school and 14 per secondary school may be good but it is not enough. Agreed, but should we continue to demand lots of cheap little systems, or ask for fewer more sophisticated machines? Help to buy 1987 hardware will put more machines in schools, but it is also likely to produce yet more incompatibility.

As well as hardware support, the IT ESG will provide for several hundred floating advisory teachers, with the programme running from April 1988 to August 1990. These people are to be

subject specialists rather than IT wizards, so MESU will have a crucial role in helping ground them in new technology thinking as well as ensuring they have a wide and up-to-date understanding of method in their areas. MESU hopes to be able to support such work in only a few subjects at first - including music, geography, science, home economics, and control - as good applications here are already well advanced.

Local authority advisers will need to think hard and fast about this aspect of the IT ESG too. The advisory teachers will have to visit schools and set balls rolling (as well as talk with people outside their authorities) - but how much further dissemination can take place without further finance?

Any transition period needs careful handling. John Foster expressed what many of us have already found to be true - that the new GRIST (Grant-Related In-Service Training) scheme presents an awful paradox. It earmarks specific funds for IT training, but its new structures can mean significantly less opportunity for teachers to develop their expertise in practice. Funding for teachers to take part in activities like the MUSE conference now seems harder to obtain. Computing and IT teachers in many schools already carry a very heavy consultative role across the curriculum; they do so with inadequate timetable remission and inadequate technical support.

All the problems raised here follow inconsistencies in the Government's approach to the role of IT in learning. Now that MESU has found its feet, it is essential that it use its advisory function to the full, in order to produce a national long-term policy.

John Foster, Microelectronics Education Support Unit, Science Park, University of Warwick, Coventry CV4

File o' facts

Ray Hammond on Apple's new 'HyperCard'

Apple has announced a piece of software that is destined to have far-reaching effects in education and in microcomputing as a whole. Called *HyperCard*, it marks a major step forward by Apple.

The Apple Macintosh computer, with its mouse, on-screen graphics and ease of use, has already changed the way that all other micros work and think. IBM, Olivetti, Acorns, etc now offer copies of the Mac's mouse-based software and pull-down menus, even if the emulations are rarely as good as the original. *HyperCard* is likely to have a similar impact.

For teachers, the single most important element of *HyperCard* is that it will allow them to write and create their own information-based programs without having to understand a single line of computer code. The drawback for British education is that at primary and secondary levels, there are as yet relatively few Macintoshes installed. American teachers are already building libraries of information for children with the *HyperCard* program.

HyperCard is supplied on four discs and can best be thought of as a database program that stores pictures, sound (music) and text. It is also a high-level operating system. After "desk-top" on which there are symbols representing "card index files" (hence the title).

The program is much more than an electronic Filofax, although for anyone inexperienced with micros this can make a good starting point. It is a joy to build a "stack" of address cards complete with phone numbers and then leave the "stack" available on screen while doing other tasks. It can then be searched a split second for a name, part of a name, a number, a street etc.

The high graphic capability allows the user to add pictures to the file, and each card could contain a photograph of the person with the help of a scanner to "digitize" photographs. Using a supered-up version of the *MacPaint* program, *HyperCard* also allows the user to add sketches, bar charts and diagrams to cards containing text. This both text information and visual

material are manipulated by the very fast and flexible search facility.

HyperCard itself is content-free software, but it is provided with many illustrations which suggest possibilities. One stack already in use in the USA is *Laura's Letters*, created for profoundly deaf children who need to learn the hand signals which represent letters of the alphabet. The child or teacher can call up any of the cards which show the clear drawings for the hand shapes by demanding the card which corresponds to the letter. Alternatively the stack can be slowly leafed through card at a time.

What Apple has done is to think about how a complete novice would like such a system to work and then use the high-power, friendly interface and ease of the 32-bit Macintosh to achieve it. "Card index files" can be created on any topic in *HyperCard* and they can include text, pictures or sound (including music). Without understanding anything about programming, music teachers could use the program to build a stack on Mozart's string quartets. They could use the music facility of the program to play the opening few bars of each concerto (using the mouse to select the notes from an on-screen graphic representation of the keyboard) and pupils could then leaf through the cards to hear the opening of each concerto, read background information about the time and place it was written and, if required, see a scanned image of Mozart or even a section of the full music manuscript.

In the botany class a teacher (or older pupils) could use the program to build a stack of information about endangered wild flowers and include a drawing and details of the species on every card. All or any of the stacks created can interact with each other if told to do so. Thus a stack of information about wild flowers could interact with a separate stack of cards on insects and a pupil could cross-refer between the two.

This program has taken two years to write and will come free with all Macintoshes purchased from October. Existing Macintosh owners will be able to up-date their software for a nominal charge, said to be below £50 in the UK.

SHREWSBURY BANGOR CARDIFF GLOUCESTER HULL

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levels of education. We look forward to seeing you! Please detach and complete this form or phone Sarah Hirst or Samantha Ford at Research Machines on Oxford (0865) 726370 (direct line) or 249866 (main switchboard) and we will send you details of the locations and dates.

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notes

FIRST WORLD WAR

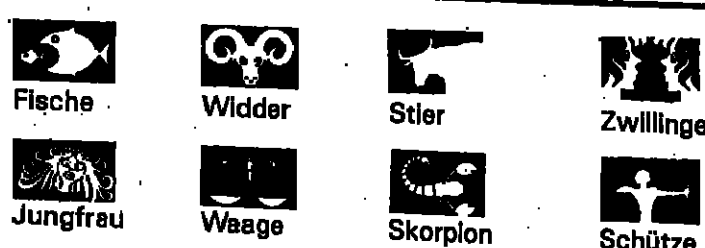
The First World War is the theme of this year's Young National Trust Theatre productions which are being staged at eight of the Trust's properties until October. All the houses are strongly linked with the period, some having been used as hospitals for wartime casualties.

The children are divided into small groups, dressed up as servants, soldiers and villagers and are brought into the story by the actors playing the main roles.

The charge is £2.50 a head which includes comprehensive background notes to enable classes to prepare fully for the visit in advance. Programme and booking forms are available from the Administrator, YNIT, 8 Church Street, Lacock, Wiltshire SN16 2LB.

Children's BOOKS on TAPE

CASSETTE CATALOGUE REVIEWS ALL MAJOR RECORDING COMPANIES' NEW RELEASES. DETAILS OF PRICING, AVAILABILITY, PLAYING TIMES ETC. TERMINAL FOR FOLLOW-UP BOOKS. DISCOUNTS FOR LIBRARIES.



Identical twins

Colin Russell reviews new GCSE packs for listening and speaking in French and German

Points Cardinaux "Listening" by Bridget Clements, Paul Standen "Speaking" by Antony Peck, Françoise Vassie **Orientierung** "Listening" by Elke Jury "Speaking" by Antony Peck

Packs are given for the French packs, with the German ones in brackets. "Listening": teacher's pack of pupil's book, teacher's book with repro masters £10 (£10); one C60 cassette £9+VAT (£9+VAT) Mary Glasgow Publications, Avenue House, 131-133 Holland Park Avenue, London W11 4UT.

(£21); teacher's book including repro masters £12.50 (£12.50); two C90 cassettes £18+VAT (two C60 cassettes £18+VAT) "Speaking": teacher's book of pupil's book, teacher's book with repro masters £21.75+VAT (£21.75+VAT); pupil's book £2.75 (£2.75); set of 10 pupils' books £26 (£26); teacher's book including repro masters £10 (£10); one C60 cassette £9+VAT (£9+VAT) Mary Glasgow Publications, Avenue House, 131-133 Holland Park Avenue, London W11 4UT.

If you still have money to spend on GCSE materials, then "the world is your oyster"; and here are some particularly tempting pearls from Mary Glasgow: packs of speaking and listening activities, in both French and German, like identical twins, tailored precisely to GCSE (with reading and writing packs to follow next month). For your money, you get an ample supply of communicative activities involving pair- and group- work;

stages - (1) "Wie war das noch?" "as-tu compris": the presentation of the language to be used, recorded on tape. (2) "Rettungsstation" "Passe die secours": boxes of "information" which help pupils to create and rehearse vital language elements (seemingly mechanical, obviously highly structured, but in fact extremely useful - even for self-study - not stilted and offering a measure of choice). (3) "Unter vier Augen" "Tête-à-Tête": conversations and role-plays which "give direct exam practice", basically allowing structured performances with pupil-relevant responses. (4) "Du bist dran" "A toi la parole": information gap exercises, providing excellent pair work possibilities where real communications must take place. These are mostly very impressive. Add yet more exercises generated by worksheets/cue-cards which allow group discussion - an excellent inclusion - and pair/group-work, and you can see that each topic is very well developed (in fact, time would be a problem, in order to exploit them fully) and the teacher is well guided throughout. I particularly like the "no-nonsense approach", eg "learning by heart, though unfashionable, is a vital element in language learning."

The "Listening" pack is also designed to supplement an existing course; although the passages are not specifically divided into categories of difficulty, they do vary in complexity. The pupil's book has many visual clues and realia and a wide variety of tasks requiring different skills. They are most attractively presented and I feel that pupils will really learn from them, not simply be tested.

Obviously, these packs need to be seen but if the two as yet unpublished ones are of this quality, then they all must have a very strong claim on your

Gerald Haigh

Next week

Barry Fox reports on the latest audio and video exhibits at the Berlin Radio

Robin Buss on Schools Broadcasting 87/88 - ITV Schools moves to Channel 4... INSET comes to TV...



Changing needs

Schools Television is 30 years old. In May, ITV celebrated the first service in Europe. From September, under a five-year agreement, its schools programmes are all being broadcast on Channel 4. Meanwhile, the BBC, which likes to stress that it supplied the first "national" service for schools, is marking its anniversary with a special programme on BBC2, September 14, giving a glimpse of early efforts.

They are not impressive. In 1957, people seriously questioned whether there was any place for the "idiot lantern" in the classroom and it was seen as a remote version of chalk-and-talk which might possibly prove useful in subject areas such as maths where teachers were in short supply. This year's maths programmes, like the

BBC's MI 10 or Maths at Work, illustrate how radically ideas of pupil response and involvement have changed. So, too, has the way in which teachers handle the medium.

The improvement has come partly in response to feedback. The BBC and ITV companies see themselves as "multi-media publishers", aiding teachers with a variety of auxiliary materials. They are also playing an increasing part in in-service training. From January, the BBC will be introducing INSET programmes on a range of subjects, and ITV is offering a similar service during the summer term. This new initiative, developed at the request of a DES/DTMASC consortium, is likely to be a continuing strand in educational television.

Because of the need to schedule programmes well in advance, television producers have always consulted examiners, and, at the same time, consider themselves at least as responsive to proposals for a National Curriculum. Alan Rogers, head of BBC Schools Television, fears that it might prove "a trap", obliging them to narrow their range. As far as GCSE is concerned, both services have been able to respond to the demands of new syllabuses, since they adopt a broad, assignment-based approach to such subjects as English, science and modern languages. There are new programmes in all these areas, which reflect the requirements of the GCSE boards as well as those of CPVE and TVEI.

Yorkshire Television's new series on CPVE goes out from September 16 and will introduce students to negotiated study and modular courses.

For infant and primary schools, the new series from Yorkshire, *How We Used to Live* (Wednesdays and Fridays) dramatizes life in Britain between 1954 and 1970. Three computer discs give role-playing and decision-making exercises based on the series. There is computer software, too, for *Animals in Action* (from the summer term) and for *Central's new Science - Start Here* (Mondays and Tuesdays). Schools using ITV software will need to have the new data-handling package, *KEY*, while the BBC's *Telesoft*ware service allows them to receive the text of teachers' notes via the micro.

Schools TV

A LIFELINE ON GCSE

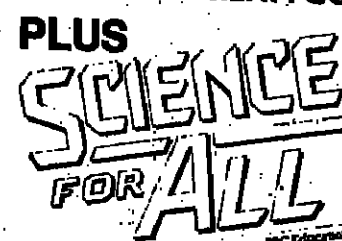


GET IN THE MAINSTREAM

BBC School Radio is ready for GCSE. Ready to support you with MAINSTREAM GCSE. An up-to-the-minute resource that looks at GCSE practice at its best. In schools right across the country. In subjects right across the curriculum. Starting with Biology, Science and Music.

MAINSTREAM GCSE - produced by BBC School Radio with the advice and support of the Secondary Examinations Council. As a magazine which you can record and use when you want. Backed by SEC support material - now in all schools.

MAINSTREAM GCSE Tuesdays 2.25 - 3.00 all through the year



A radio/cassette/workbook package for the less academic 14-16 year-olds. That they can relate to everyday life. Another GCSE tool. Daily 14-18 September 2.30 - 2.50

AND LISTEN OUT FOR

BBC School Radio's Series supporting GCSE studies in English, Drama, History, Geography, Religion, Modern Languages and the Sciences

PS - A free set of leaflets covering all the subjects mentioned in this advertisement, as well as Vocational, 16+, careers and training. Help Yourself broadcasts is available from BBC School Radio, Room 209, 1 Portland Place, London W1A 1AA



More information from BBC Education, London W5 2PA. Tel: 01-991 8031 (24 hours)



The BBC's *Storytime* (Wednesdays and Fridays) is designed to promote active listening by pre-school children at home or in groups. *Watch* (Tuesdays) celebrates its 20th birthday this year. *Look and Read* (BBC Tuesdays) follows an autumn repeat of "Dark Towers" with a new story, "Geordie Racer", for the spring term. *Picture Box* (Wednesdays and Fridays), from Granada, sets out to stimulate a varied range of creative activities, and there are new programmes in several other established ITV strands, including *Slop, Look, Listen* (Mondays and Thursdays) and *Talk, Write... and Read* (Thursdays and Fridays), as well as in the BBC's *Words and Pictures* (Mondays). For the upper primary school, the new BBC series *Who - Me?* gives children an insight into their feelings about personal issues. The autumn term on *Zig-Zag* (BBC, Mondays and Wednesdays) begins with the Vikings. The language development series *Waltius* is particularly suited to mixed ability.

The first software for primary schools was disappointing and both BBC and the ITV companies have answered demands for better materials. From the summer term, the BBC is introducing a series for middle schools on using the microcomputer. *Micro Mindstretchers*. For six to eight-year-olds, there is software to accompany the *Thames* series *Seeing and Doing* (Mondays and Tuesdays). *Middle English* (Tuesdays and Wednesdays) is a series from Thames for nine to 13-year-olds, beginning in the autumn term with *Gene Kemp's* play "Mr Magus is Waiting for You". Software for this programme, integrated with the books, allows pupils to

develop the stories in different ways. The BBC has also prepared new programmes for inclusion in the spring term's *Wondermaths* (Tuesdays) and *Now and Then* (Mondays). From the summer term a new unit on oral communication will be added to the BBC series *English Time* (Mondays), to start preparing lower secondary pupils for GCSE. *What's in mind*, *Thames* is adding four new programmes on oral communication. *The English File* (BBC, Fridays) has achieved something of a coup in its interview with Arthur Miller (October 23 and 30) where he talks about *A View from the Bridge*.

A number of English programmes include an element of media studies and the BBC has five programmes looking inside television (from September 22). For current affairs, its *Today's Issues*. This will be introduced on September 24 and 28 with a two-part investigation of media coverage of the general election, then continues from October 22 with topical background to world events. Media studies teachers will also find a good deal of relevant material in such modern history series as the BBC *History File* (Mondays) and *Yorkshire's How We Used to Live*. From the spring, the BBC is adding five new units on British social history to *History File* and will broadcast an important new series for lower secondary pupils, *Anti-Racism* (Tuesdays), getting them to consider the history of racism, its effects on society and how attitudes may be changed. Also in the spring term, *ITV's Social Studies* (Tuesdays) includes a unit on women, and there are programmes in *Believe It or Not* (ITV, spring) on Judaism and Islam.

... Responses to the National Curriculum ... GCSE requirements



Finding your way

Despite its lower profile, radio remains a vital resource. "Television is there, and obviously there," says Graham Tavar, deputy head of BBC School Radio, "with radio, you've got to find your way to it."

Used 92 per cent of primary schools and accepted by many adults as an aid to individual study, it may be neglected by secondary teachers unaware of how much young people listen to it. This is the audience that BBC School Radio has targeted with two new magazine programmes. *Mainstream GCSE* and *Wavelength Plus*, adopting an informal style and a varied menu of short items that can be slotted into a lesson. These and, at primary level, *The Australia Project* and *Whirligig*, are the highlights of School Radio for the coming year.

Wavelength Plus starts on September 23 and offers 55 minutes of information on jobs, training, current affairs, science and technology, interspersed with music and chat, for students in sixth-form colleges, FE and other centres. There will be a telephone link for advice and further information on jobs and courses. The same applies to *Mainstream GCSE* (from September 22). Designed to help students and teachers to tackle GCSE, it will deal with 13 subjects over the year, starting in the autumn term with biology, integrated science, music, English and history. A unit on coursework and assessment, webbed by units on creative work and careers. School Radio has adapted readily to the requirements of GCSE. In modern languages, the trend was already towards authentic language, based on the kind of material found in *La Parole aux Jeunes* (November 16-18) or in *Horizons de France* (November 9-13). The new *Deutsche Magazin* (November 27) adopts a radio magazine format like the French series *Branches-voici* (repeated, November 16-18). There are also repeats of *Authentic German* for GCSE (September 14-18) and the language awareness series *Patterns of Language* (December 7-11), as well as two new programmes for A Level: *Deutsch für die Oberstufe* (November 23-25) and *Voix de France* (Literature) (November 19 and 20).

In English, GCSE means an increased range of books and emphasizes themes and spoken language. For the autumn term, there are new programmes in all three English Resources series, the first (September 21 and 22) for lower secondary pupils, designed to stimulate work with learning difficulties, while *English Resources 3* (upper secondary, September 23-25), explores themes relating writers to landscapes. The strand *English Resources 2*, also for upper secondary, falls into two parts: "People Speaking" (December 14-16) offers a stimulus for oral work and "Introducing" (December 14-16) will concentrate on books with a multi-cultural background. *Books, Plays, Poems* (September 14-18) presents five new programmes on short stories, and new work has been prepared for *Advanced Level English* (September 28-October 2) and *Drama Resources* (December 7-10).

Science: Problem Solving (December 14-16) offers a stimulus for oral work and "Introducing" (December 14-16) will concentrate on books with a multi-cultural background. *Books, Plays, Poems* (September 14-18) presents five new programmes on short stories, and new work has been prepared for *Advanced Level English* (September 28-October 2) and *Drama Resources* (December 7-10).

School Radio

To stimulate a range of open-ended experiments, with activity sheets for photocopying included in the teacher's booklet. *Biotechnology* (November 30-December 2) is repeated, for more advanced students, while *Science for All* (September 14-18) caters for less academic pupils and is linked to a series of books.

The Australian bicentenary, as well as providing a focus for the year's broadcasting to primary schools, is the subject of two programmes for secondary level. "Whose 200th birthday is it?" and "In our own words" (December 17 and 18). There are some new programmes in *Advanced Level History* (September 14-18) and *History: GCSE Assignments* (October 5-9), and repeats of other series. But it is the contrasting geographies of Britain and Australia that feature in *Home or Away* (October 14-16).

Similar to last year's *China Project* and aiming to encourage a variety of imaginative responses, *The Australia Project* centres on 15 programmes for the upper primary school, broadcast between December 14 and 18. "Life in the Past" and "Life Today" are self-explanatory. "Books and Poetry" has suggestions for reading, an anthology of poems and a dramatization from a novel about three children on a 19th-century convict settlement. A book, *Kids Oz*, will be available from October, and there is a radiovision filmstrip, *Australia also provides topics for Earth Search, First Steps in Drama, Junior Drama Workshop, Together: An Assembly for Schools and Explor-*

OFF AIR

I HAVE NO GUN BUT I CAN SPIT is the title of Kenneth Baker's anthology of satirical verse, published before he became Secretary of State for Education. You can hear him talking about it in BBC School Radio's *A Level English Programme* devoted to satire, on September 28 (Radio 4 VHF, 11.30am).

Mr Baker has some interesting tastes in satire. Rejecting *Spitting Image*, which he finds "crude", he goes for Milton, Kipling, Chesterton and even moderns like Howard Brenton and Monty Python, as well as the inevitable Pope, Swift and Dryden. He reads out some of the work he has anthologized.

Doubtless listeners will be interested to hear what sort of political satire Mr Baker chooses. Unfortunately, one extract you're unlikely to hear him reading is Bernard Levin's *Song of the Grunwick Pickets*, a rather peculiar poem about the 1976 Grunwick dispute which started when a group of Asian workers walked out of their jobs in a photo processing laboratory and sought union recognition. A long period of picketing followed.

Levin's odd view of events contains the lines, as read out by Mr Baker: "Bloody scabs, bosses' marks/Niggers out, long live Marx/Stuff the blossom on the bow/mash the capitalist system

now." However, that part of the recording is unlikely to hit the airwaves. At the end of the interview Mr Baker appears to get literary cold feet. He tells his interviewer: "I wouldn't bother to put in the Bernard Levin thing... I read it out because it fell upon at the page."

THE NEW crop of anti-Aids posters and commercials are, we are told, "more hard hitting" than their much criticized predecessors. Australia, meanwhile, has taken a somewhat ghoulish tack with its anti-Aids films. One shows the black clad figure of Death grimly enjoying himself in a bowling alley, bowling not at skittles but at people.

THE HOME video market is still booming, and after a slow start BBC Video looks set to make a killing. Since last October, when many of the titles were re-released at £9.99, turnover has increased by over 250 per cent.

Now the plan is to release as many as 80 new titles yearly and to continue concentrating to a large degree on sporting videos, which accounts for 25 per cent of the current sales boom. Soon to be available, a four-cassette series of *Wild Life on One* and another about steam trains.

For the ultimate in canned nostalgia, though, nothing can beat the forthcoming attraction of a cassette of the Fifties and early Sixties' children's television *Watch With Mother* series, organized in their original weekly running order. What was on Fridays? Was it *Bill and Ben* or *The Woodentops*? Can you remember? We can.

Nick Baker

THE ENGLISH PROGRAMME

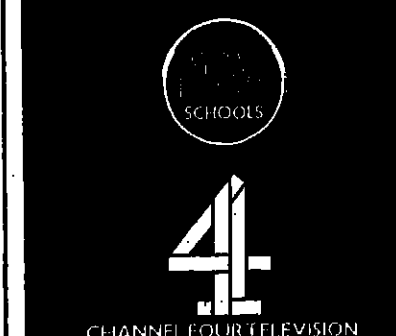
ORAL COMMUNICATION FOR GCSE

Starting Monday, September 14th 1987, at 10.33am

For further information please contact: The Education Office, Thames Television PLC, 149 Tottenham Court Road, London W1P 9LL or contact your local ITV company



ENVIRONMENTS



A new year-round series for 8-11 year olds, starting on Monday, 14th September at 9.30am, repeated on Wednesday, 16th September at 9.52am.

ENVIRONMENTS provides detailed resource material for long-term *Environmental Studies* projects. Programmes in the Autumn term examine the environment of a *City Park* - its people, plants, animals and birds. This is followed by the *City Street* unit, about jobs, mapping, architecture and wildlife.

Subjects for the rest of the year are: *The Countryside* - Spring term, *Fair Isle* - the ecology of a small island and *Pond Life* - Summer term.

For further information please contact: The Education Office, Thames Television PLC, 149 Tottenham Court Road, London W1P 9LL. Tel: 01-387 9494. Or contact your local ITV company.

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Buckinghamshire County Council

HEADSHIPS

ST THOMAS AQUINAS RC COMBINED SCHOOL, St Mary's Avenue, Bletchley, Milton Keynes, MK3 8DT.
Group 5. Practising Roman Catholic teacher required for the Headship of this well established school.

HAVERSHAM COUNTY FIRST SCHOOL, Haversham, Milton Keynes, MK19 7AN. Group 1. This is a pleasant village school with approximately 32 children on roll.

DEPUTY HEADSHIPS

ST MARY MAGDALENE RC COMBINED SCHOOL, Ardwell Lane, Greenleys, Milton Keynes, MK12 8AY.
Group 6. Practising Roman Catholic teacher required for this developing school.
SPRINGFIELD COUNTY MIDDLE SCHOOL, Springfield Boulevard, Springfield, Milton Keynes, MK8 4HW.
Group 5. An exciting and challenging opportunity to join a highly committed team.
COLD HARBOUR CE COMBINED SCHOOL, Highland Close, Bletchley, Milton Keynes, MK3 8DT.
Group 5. Experienced teacher committed to the Primary ethos. A major role in curriculum development across the 5 to 12 age range.
GERMANSBURY PARK COUNTY FIRST SCHOOL, 1 Germansbury Place, Gernsbury, Milton Keynes, MK14 7DU.
Group 5. Caring, experienced teacher to accept a major share in the schools management and organisation.
GREENLEYS COUNTY MIDDLE SCHOOL, off Marston Lane, Wolverton, Milton Keynes, MK12 8DE.
Group 5. Experienced teacher committed to Primary ethos.
WELLSMEAD COUNTY MIDDLE SCHOOL, Forfar Drive, Bletchley, Milton Keynes, MK13 7BD.
Group 6. Well qualified experienced teacher for this established Middle School.
PEPPER HILL COUNTY FIRST SCHOOL, Kingfold, Bradville, Milton Keynes, MK13 7BD.
Group 4. Teacher with good organisational and leadership skills required for this established Primary School.
MOORLAND COUNTY FIRST SCHOOL, Maslin Drive, Beanhill, Milton Keynes, MK8 4ND.
Group 3. Teacher with a flexible approach and experience of the whole 5-8 range.

All posts are available from January 1988. First Schools cater for the 5 to 8 age range, Middle Schools 8 to 12 and Combined Schools 5 to 12.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, A Black BA, at the Milton Keynes Area Education Office, 1 Wharf Gate East, Central Milton Keynes, MK9 2BE, on receipt of an A5 stamped addressed envelope. (03299)

BROMLEY THE LONDON BOROUGH

HAYES PRIMARY SCHOOL
George Lane, Hayes, Bromley, Kent BR2 7LQ
Tel: 01-462 1769

For January 1987, Headteacher Group 5.
Applications are invited from suitably qualified and experienced teachers for the above post.

The vacancy arises from the promotion of the present postholder after four years service as Headteacher.

The school possesses a village atmosphere and is an important part of Hayes Village, with attempts being constantly made to extend and strengthen links within the community. The school has extensive playing fields.

As a place to live and work, the London Borough of Bromley has unique benefits, being situated on the south-east edge of London combining the pleasures of rural countryside with the convenience of being close to the country's capital.

Relocation expenses will be available in certain approved cases.

Application forms and further details available from and returnable to the Director of Education, The Town Hall, Tweedy Road, Bromley, Kent, BR1 1SB by September 24th 1987.

Applications are invited for the Headship of:

Kenley JM&I School,
New Barn Lane,
Witley, Surrey,
CR3 0EX.

Group 4
Tenable from 1st January 1988

Application forms and further details obtainable from the Director of Education (TAS) Taberner House, Park Lane, Croydon, Surrey, CR9 1TP.
Telephone Mrs. Shellagh Crawford on 01-760 5448.

Closing date for applications 28th September 1987
Reasonable removal expenses will be reimbursed. (03299)

CROYDON EDUCATION

PRIMARY HEADSHIPS CONTINUED

EDUCATION

PRIMARY

HEADTEACHERS

Group 4 + 3.P.S.

Experienced and committed Catholic teachers for the following schools:

Sacred Heart R.C. Primary School, Earlsbury Gardens, Birchfield, Birmingham B20 3AE. Tel. 021-358 4721.

St. Chads R.C. Primary School, Hospital Street, Birmingham B18. Tel. 021-358 8554.

Both are one form entry Voluntary Aided Primary Schools for children aged 4-11 years, with approximately 200 pupils on roll.

You will have demonstrated appropriate primary school experience, clear school management potential, and a particular understanding of the needs and aspirations of pupils of a variety of different ethnic origins and will be expected to take up the appointments at the beginning of the Spring Term 1988. You will be required to accept the terms and conditions as set out in the Catholic Education Council's contract.

Application forms and further details from the Chairman of Governors, c/o the schools.
Closing date 28th September 1987.



Birmingham

The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability.



Headteacher Group 5

ST CECILIA'S R.C. PRIMARY SCHOOL
London Road
North Cheam, Surrey

To commence duties on 1st January 1988.

There are approximately 330 pupils on roll aged 5 to 11.

Applicants for this post should be practising Catholics.

Further particulars and application form obtainable from and returnable to the Director of Education, The Grove, Carshalton, Surrey SM6 3AL.

Closing date: 25 September 1987.

An Equal Opportunity Employer. (02081)

LONDON BOROUGH OF SUTTON



EDUCATION DEPARTMENT

PRIMARY VACANCIES HEAD TEACHER POST

ST. PAUL'S C.E. PRIMARY SCHOOL, Huddersfield Road, Stalybridge.
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 5 School.

DEPUTY HEAD TEACHER POSTS

ST. PETER'S C.E. PRIMARY SCHOOL, Oxford Street, Ashton-under-Lyne.
Applications are invited from suitably qualified and experienced teachers for the Deputy Headship of this Group 4 School.
MOORSIDE PRIMARY & NURSERY SCHOOL, Market Street, Droylsden.
Applications are invited from suitably qualified and experienced teachers for the Deputy Headship of this Group 6 School.

MAIN SCALE TEACHERS ADVISORY AND SUPPORT SERVICE CO-ORDINATOR FOR MOTHER TONGUE TEACHING

Main Scale plus £1,002 allowance

Applications are invited from one or more South Asian Languages for this newly created post within the Multicultural Education Support Team. The postholder will co-ordinate the Authority's initiative for teaching community languages within secondary schools and will provide advice and support to community-based mother tongue schools. Application forms and job descriptions are available from and returnable to The Director of Education, Tameside MBC, Staffing Division, Council Offices, Wellington Road, Ashton under Lyne, Tameside, OL8 8DL. (telephone 081-344 3239).
Closing date 25th September 1987.

ST. RAPHAELS R.C. PRIMARY SCHOOL, Huddersfield Road, Stalybridge.
An Infant/Junior teacher is required to commence as soon as possible. Must have a Catholic Teachers Certificate. An ability to play Piano well would be an advantage.
Applications by letter to the Chairman of Governors, The Presbytery, Huddersfield Road, Stalybridge, as a matter of urgency.

PRIMARY/SECONDARY MODERN LANGUAGES P.R.I.S.M.

A teacher of French is required to cover a period of Maternity Leave commencing 9th October 1987 for the Tameside P.R.I.S.M. scheme. The teacher will be based at Copley and Longendale High Schools and will work with First Year Secondary Classes and Top Junior Classes at nearby Primary Schools. Primary training and experience is not essential. A car is essential.
Applications by letter to the Director of Education, Tameside MBC, Staffing Division, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside, OL8 8DL, as a matter of urgency. Please include the names of two referees.

AN EQUAL OPPORTUNITY EMPLOYER

LONDON BOROUGH OF HAVERING

HEADTEACHERS

Squirrels Heath Infants' School (Roll 276)
Salisbury Road
Romford, RM2 6TP

HEADTEACHER GROUP 5

Required for January 1988 following the retirement of the present Headteacher, Miss J. M. Collard.

Wykeham Infants School (Roll 255)

Rainford Way
Hornchurch RM12 4BP

HEADTEACHER GROUP 5

Required for January 1988

Dame Tipping C. of E. J.M. & I. School (Roll 90)

North Road
Havering-atte-Bower

Romford RM4 1PS

HEADTEACHER GROUP 2

Required for January 1988 following the promotion of the present Headteacher, MR. R.M. Smith to a larger headship within the Authority.
Previous applicants will automatically be reconsidered.

For the above vacancies -
Applications and further details are available (see please) from the Director of Educational Services (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford, RM1 3DR.
Closing date: 24th September 1987
Previous applications will automatically be reconsidered. (17481)



Previous applications will automatically be reconsidered. (17481)

Nursery Education

Headships

HAMPSHIRE
LONDON BOROUGH
NURSERY SCHOOL
Group 1. Further details to: Mrs. A. Arundel, Towers North, Portland Terrace, Southampton SO8 4XB.
We possess a policy of equality of opportunity.
Applications from people with disabilities. Closing date for completed applications 25th September. (17473) 100010

Other Appointments

AVON COUNTY

REDCLIFFE NURSERY SCHOOL
Ship Lane, Redcliffe, Bristol
Group 1. Further details to: Mrs. A. Arundel, Towers North, Portland Terrace, Southampton SO8 4XB.
We possess a policy of equality of opportunity.
Applications from people with disabilities. Closing date for completed applications 25th September. (17473) 100010

BARNET
LONDON BOROUGH
NURSERY SCHOOL
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HAMPSHIRE
WAKEFIELD HOUSE
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WAKEFIELD HOUSE
NURSERY SCHOOL
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Applications from people with disabilities. Closing date for completed applications 25th September. (17473) 100010

HAMPSHIRE
WAKEFIELD HOUSE
NURSERY SCHOOL
Group 1. Further details to: Mrs. A. Arundel, Towers North, Portland Terrace, Southampton SO8 4XB.
We possess a policy of equality of opportunity.
Applications from people with disabilities. Closing date for completed applications 25th September. (17473) 100010

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WAKEFIELD HOUSE
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NURSERY SCHOOL
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NURSERY SCHOOL
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Cheshire

MACCLESFIELD DISTRICT

MOBBERLEY CE CONTROLLED
PRIMARY SCHOOL (GROUP 2)

HEADSHIP

Applications are invited for this school with effect from 1 January 1988.

Further details and application forms are available from the District Education Officer, District Education Offices, Chapel Lane, Wilmslow SK9 1PU. Tel: Wilmslow (0625) 534700. Closing date 28th September 1987.

HEADS

Required for:-

FLEGBURGH VOLUNTARY CONTROLLED PRIMARY SCHOOL, Nr. Great Yarmouth (Group 2)

BRISLEY CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL, Nr. Dereham, (Group 1)

The Governors wish to appoint a practising communicant member of the Church of England.

Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Marlborough Lane, Norwich NR1 2DL. Closing date for applications 23rd September 1987.

Norfolk County Council

Headteachers

Northolmes C.J. School, Leth View Road, Horeham, West Sussex.

Required for January 1988 for this Group 6 Junior School, NOR 284.

Application form and details from Mid Sussex Area Education Officer, Beckwith House, Black Hill, Lindfield, Nr. Haywards Heath, West Sussex. RH16 2DU (a.s.a. please). Closing date 28th September 1987.

St Peter's R.C. Infants & Junior School, Chappans Lane, East Grinstead, Sussex.

Required for January 1988 for this aided Group 4 school for children 5-11 years. Practising and committed Roman Catholics preferred.

Form and details from Area Education Officer, Goffs Park House, Horsham Road, Crawley, on receipt of a.s.a.

Cuckfield C.E. (Aided) School, Church Street, Cuckfield, Haywards Heath, West Sussex. RH17 5JZ.

Required for January 1988 for the 4/5 class Group 3 school. The Governors will be looking for a committed Christian in sympathy with the aims of a Church School.

The Governors plan to build a new school on a new site in the near future.

Application form and details from Mid Sussex Area Education Officer, Beckwith House, Black Hill, Lindfield, Haywards Heath, West Sussex. RH16 2DU (a.s.a. please).

03953

west sussex

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

Unless otherwise stated the following are required for the 1st January, 1988, and the closing date is 24th September, 1987.

For application form and address to whom completed forms should be sent, send SAE (foolscap) to the Chief Education Officer, PO Box 81, County Hall, Preston PR1 8SL.

COUNTY AND CONTROLLED SCHOOLS

Re-Advertisement: ACCINGTON LE ROYD NURSERY, Accington, (120 on Roll). Required 1st January, 1988 or earlier if possible.

HEADTEACHER - GROUP 2

Re-Advertisement: ST. ELMERDALE DELPHIN COUNTY, St. Elmerdale, (200 on Roll).

DEPUTY HEAD - GROUP 8. (Previous applicants will be automatically re-considered).

Re-Advertisement: ORPARK BRIDGEMAN BRIDGE ST JOHN'S CE (CONTROLLED), Orpark, (162 on Roll).

Re-Advertisement: ST. JOHN'S CE (CONTROLLED), Orpark, (162 on Roll).

PRIMARY HEADSHIPS

continued

HAMPSHIRE

WYNDHURST JUNIOR SCHOOL

Weymouth Lane, Bordon GU35 0BT

Headteacher required January 1988 for this Group 5 school.

Further details and application forms available from the Area Education Officer, Southdown House, 21, Southdown Street, Winchester on receipt of a foolscap addressed envelope.

The County Council pursues a policy of equality of opportunity, applications particularly welcome from people with disabilities.

110010

HEREFORD

AND WORCESTER

COUNTY COUNCIL

EDUCATION

DEPARTMENT

CROWN MEADOW FIRST

SCHOOL

Tanyard Lane, Alvechurch, Birmingham B44 7LN

Required from January 1988. Headteacher for this Group 4 First School with 163 pupils on roll. Age range 5-8 years.

03497

STANLEY ROAD

PRIMARY SCHOOL

Stanley Road, Worcester

W5 1SD

Required for January 1988. Headteacher for this Group 5 Primary School with 300 pupils on roll. Age range 3-11.

110010

HERTFORDSHIRE

LONGMEAD INFANTS

SCHOOL & NURSERY

Old Church, Stevenage, Herts. SG8 5ET

Interviews are invited from suitably qualified and experienced teachers for the post of Headteacher for January 1988.

Application forms and further details are available from the Divisional Education Officer, The Grange, High Street, Stevenage SG8 3SD.

Relocation expenses up to £4,000 and mortgage subsidy scheme in approved cases. S.A.E. please. Closing date 28th September 1987.

Quote ref: T81. 110010

HERTFORDSHIRE

GRANGE INFANTS

SCHOOL

Grange Road, Stevenage, Herts. SG8 5ET

Interviews are invited from suitably qualified and experienced teachers for the post of Headteacher for January 1988.

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Quote ref: T81. 110010

HERTFORDSHIRE

NORTHCHURCH ST. MARY'S

C. OF E. FIRST SCHOOL

North Church, Hertford

(5-9) Group 3. Roll (including nursery) 150

Headteacher

Applications for January 1988.

Information available from the Divisional Education Officer, The Grange, High Street, Stevenage SG8 3SD. Closing date: 28th September 1987. (03080)

HERTFORDSHIRE

ST. NICHOLAS CE (VA) JMI

SCHOOL

St. Nicholas Way, Stevenage, Herts.

Group 4

Applications are invited for the HEADSHIP of this school which becomes vacant at September 1988. The Governors wish to appoint a communicant member of the Church of England.

Application form and further details are available from the Divisional Education Officer, The Grange, High Street, Stevenage SG8 3SD. Closing date: 28th September 1987. (03080)

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HERTFORDSHIRE

ST. NICHOLAS CE (VA) JMI

SCHOOL

St. Nicholas Way, Stevenage, Herts.

HEADTEACHERS

Required January 1988. Applications are invited from suitably qualified teachers for the following Headships.

QUARRY HILL COUNTY INFANTS SCHOOL (Group 3 + L.F.A. £309 p.a. + S.P.A. £201 p.a.)

Del Road, Grays.

CLOSING DATE: 25th September 1987

EARLS COLNE COUNTY PRIMARY SCHOOL (Group 5) Park Lane, Earls Colne, Colchester.

CLOSING DATE: 25th September 1987

HEADTEACHER

Required April 1988.

JANET DUKE COUNTY INFANT SCHOOL (Group 4 + L.F.A. £309 p.a.) Markhams Chase, Laindon, Basildon.

CLOSING DATE: 2nd October 1987

Removal and relocation expenses of c.£4,000 are available for those who qualify.

Application forms and details from the County Education Officer, P.O. Box 47, Thredneedle House, Market Road, Chelmsford, Essex, CM1 1LD. Tel: (0245) 492211 ext 30280

HEADTEACHER

Required January 1988.

ST. ALBANS R.C. (AIDED) PRIMARY SCHOOL, First Avenue, Harlow.

Group 4 plus L.F.A. £309 pa. (198 on roll)

Applications are invited from suitably qualified and experienced practising Roman Catholic teachers. The vacancy has arisen due to the retirement of the previous Head. The successful candidate should be energetic and motivating and will, by personal example and leadership, pursue the quest for pride, professionalism and excellence.

Removal and relocation expenses of c.£4,000 are available for those who qualify.

Application forms and details from the Area Administrative Officer, St. John's Road, Epping, CM16 5EB.

Closing date: 25th September 1987. (03076)

ESSEX

County Council

SHROPSHIRE

EDUCATION COMMITTEE

Equal Opportunities Employer

PRIMARY

HEADSHIPS

JANUARY 1988 OR APRIL 1988.

Applications are invited for the following posts:-

Clee Hill County Primary

Downington Wood, St. Matthews C.E. (Aided)

St. Georges C.E. Primary, Telford (V.C.)

Stock-on-Tern County Primary

Whitechurch C.E. Infant (V.C.)

Group 2

Group 4

Group 5

Group 3

Group 4

Application forms and further particulars available from the undersigned (S.A.E. essential, at least 9 x 6).

Closing date 28th September, 1987.

P.B. Cates, County Education Officer (Designate), Shrewsbury, Shropshire, SY2 6ND (05090)

RE-ADVERTISEMENT

Pelham Primary School, Bexleyheath.

Head Teacher

Applications are invited from appropriately qualified and experienced teachers for the post of this Group 5 School. Appointment to commence 1st January 1988.

Provision of temporary housing accommodation may be available.

Application forms and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, DA1 4EN. Closing date for applications 28th September 1987.

03011

Bexley London Borough

PRIMARY HEADSHIPS

continued

HERTFORDSHIRE

ST. NICHOLAS CE (VA) JMI

**HUMBERSIDE
COUNTY COUNCIL
DEPUTY HEADTEACHERS**

SCHOOL:
Humberstone Close
Humberston, Grimsby DN56 4AE

Group 31
MIDLETONS JUNIOR SCHOOL
Highthorpe Crescent
Cleethorpe DN35 9AY

You should start and finish your application by letter, enclosing a curriculum vitae, a personal statement, a photograph and two references. You must be committed to the pastoral and community life of the school.

SPRINGFIELD FIRST SCHOOL
Springfield Road
Springwood Crescent,
Grimsby DN53 3HO

You should be an experienced teacher with the expertise with the 4-8 year age range who are fully committed to the school's ethos and prepared to learn.

The Divisional Education Officer, Education Street,
Grimsby DN55 2DU (SA) please send returnable to the above address.

oil - working towards equal
opportunities.
(16092) 110012

Esling Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men.

The Goldsmiths' Company travelling bursaries for secondary school teachers

Way out East on a golden grant

I was 5 am one morning in February, 1984, that I found myself picked up bodily and stood on my head. Unprepared the contents of my pockets fell around me in disorder. How would I ever get myself upright again? I need not have worried for after a while the bare-chested man reversed me. He then bound my legs up with straps and entwined me round two chairs. The ordeal over, he expressed amazement on discovering how old I was! So began my asana yoga lessons at the Sivamunda Divine Life Society Ashram, a Hindu retreat centre, nestled at the foothills of the Himalayas by the boulder-strewn banks of the holy Ganga. This incident was one of many which I was to experience in the following months.

For a quarter of a century I had been teaching history, politics and world religions at King's School, Gloucester. In my spare time I had churned out a number of books, research papers and magazine articles. The not result was on the one hand a run-down classroom back and on the other a potential freelance writer. One day the staff-room noticeboard provided me with the chance to resolve the split in my personality and decide where my future lay. A notice announced the annual Goldsmiths' Company travelling bursaries for secondary school teachers with not less than seven years' teaching experience who could submit something worth while to do for six months. The teacher would get a sum which would not normally exceed £2,500 and the school up to £4,000 for a supply teacher. Selection was by interview. It was entirely up to applicants to choose what they wanted to do. Six to ten grants are made each year.

In due course I had a stiff interview by three people representing the Company, the teaching profession and industry. I wanted to live in religious establishments in the Far East to write a new edition of my *Religions of Man* book. While most applicants stay in one country, I aimed to travel through India, Sri Lanka, Hong Kong and Japan to experience Hinduism, Sikhism, Buddhism, Taoism and Shintoism. I had visited Islamic countries earlier on and was to visit Israel later. I proposed finishing at the Multi-Faith



Roger Whiting with a senior monk at the Zen temple in Kyoto, Japan

ROGER WHITING

Resource Centre, Birmingham, to visit religious centres in the area to relate my experiences to their application in Britain. Contacting religious centres in the Far East was a difficult task which occupied me for some months before I set off.

First stop was the holy city of Benares (Varanasi) to stay at the Benares University to study the pilgrimage routine. I joined in an all-night Hindu wedding starting with the procession of maidens carrying neon "candles" - powered by a portable generator - which led the golden-robed groom on horseback to his wedding feast. I never saw the bride's face as her veil was only to be lifted by her husband on their "Golden Night".

Reaching Haridwar, another Ganges holy centre, before dawn the train's ticket collector insisted I stayed at his one-room house free of charge in exchange for buying raffle tickets. If he won this would enable him to take his wife round the world, a trip he had already done once staying with the foreigners he had befriended. He assured me his wife would do the cooking when they visited me. No sign of them yet!

I went to Sri Lanka to try the life of a yogi - a trainee Buddhist monk - at the Vipassana Meditation Centre near Colombo. My cell had a coconut mat on the stone floor for a bed. It was so hot that I wore nothing except the white sarong and shirt I was told to do. So I clutched the knotted sarong as I followed the monks to dine first I fell down and revealed all to the villagers who bowed us in to the daily feast they provided. Luckily I did not eat a stalk thing I was given one day. The Canadian ex-stockbroker monk in the next cell told me it was a toothbrush! I thoroughly recommend the meditation course there. Women are welcome and housed separately.

After further studies of Buddhism I took a break at the seaside resort of Hikaduwu. Arriving in Hong Kong I had hardly had a full night's sleep at the YMCA when the Revd Tim Yau

telephoned to say he was coming for a working breakfast. Dazed and tired I met the man I was to nickname "Tycoon Tim". Smartly dressed and wearing a Taoist Yin-Yang tie he swept me off to the smartest hotel and then off in his chauffeur-driven limousine for the day. A visit to his temple which was alive with people included a thorough study of funeral rites and all the paper accoutrements from shoes to car which must accompany the deceased. Tim was priest, businessman, newspaper columnist and local councillor and his cool calmness said much for his faith's claim to show one how to live with the flow of life. He has twice been to Gloucester since then.

On a day's outing to Macau I was picked up by a curious character who showed me Vietnamese refugee camps and other sights before treating me to a drink in what must have been a high class brothel. I had just time to catch my hovercraft after swallowing the drink and glancing at the girls behind the glass screen.

In Japan I stayed at the impressive Tenri City which was built solely as the centre of a 19th-century faith-healing sect, Tenrikyo. Its founder declared man was created there from an ore (Japanese for which translates "to push in the night"). I witnessed faith healing done by a black-robed priest and was greeted by a trainee priest who said he had just finished his doctoral study of English football hooliganism at Oxford.

At Nagoya University I was faced with five men in cowboy shirts, smoking cigars and watching James Bond on TV. They turned out to be an international group of Jesuits with doctorates galore to their names. For a week I was tutored in Japanese Buddhism and Shintoism in return for giving a lecture to first year students.

Arriving at Chionin Pure Land Temple in Kyoto an aged priest greeted me with the words, "Me Japanese soldier, Singapore. You new friend." He insisted I joined his cronies in a communal bath and brought me endless gifts of food and drink. The priestly robes worn on Founder's Day would have made the canons of Gloucester green with envy! Girls from the Buddhist

University translated for me. When I left for a Zen temple, my chief girl said, "I cannot go there. No problem, they speak body language." After a moment I realized she meant "sign language".

Two teenage schoolboys "boarded" in the Zen temple, going to school before returning to don monks' robes afterwards. They were made to keep the rules rigorously. With them I scrubbed the floors at 6 am after doing my meditation. The senior monk decided to give me the experience of the *keisaku* stick on the shoulders. He was so impressed by my stillness that he had the bath filled with green water for me.

Attendance at a magnificent Shinto festival and an examination of the Togata shrine to the phallus completed my circuit back to Tokyo. There I regularly went to the Com'inn Club where Japanese practise their English. They were delighted to talk to a genuine Englishman instead of endless Australians. Then home to England and my classroom. Now, three years later, I have taken the plunge and gone freelance, leaving a younger man to face GCSE. While I had found a solution to my "dual personality", other scholarship winners have no doubt renewed their teaching efforts with new vigour. My thanks to the Goldsmiths' Company.

Footnote Candidates must be secondary teachers who have taught for not less than seven years and be under 55 years of age. Applications to The Clerk of the Goldsmiths' Company, "Travelling Grants", Goldsmiths' Hall, Foster Lane, London EC2V 6BN by January 1st each year following the advertisement many months earlier. Recent subjects have been: Horizontal windmills in Eastern Iran; Japanese open-air museums; Captain Cook's Pacific voyages; keyboard instruments in European musical museums; wiccanos in Peru; comparative water colour sketches of ports on North Sea coasts.

Roger Whiting is now a freelance writer, lecturer and traveller and author of *Religions of Man* published by Stanley Thomas and Hulton Ltd, 2nd edition, 1986.

mountain in Japanese and that is why Fuji is often called "Fuji-san", or "Fuji-yama" with "yama" meaning mountain also). Ash spewed out from Hoei-zan and covered the capitol, called Edo in those days, to a depth of six inches.

Hoei-zan, 8,864 feet, was as black as spilt ink against the patchy low cloud that hung wispy in the valleys below. I could make out areas of coniferous trees planted in angular blocks on its slopes, and then a huge area, lighter in colour, along Fuji's southern flanks. This is a kind of tableland that was denuded of its forest cover when Hoei-zan erupted. Today it is an area of open moorland used by the Self-Defence Force as a training ground for its troops, tanks and jets. Beyond that were swaths of lights from towns and cities on the Pacific seaboard from Tokyo to Osaka, part of the most dynamic industrial region on earth.

I had taken me four hours to reach the crater rim from where I had left my car at the roadhead. The trails are steep, but easy to follow. If you are reasonably fit, a steady plod will get you to the top. I reached into my rucksack for a sweater as the chill wind at the top quickly nullified the body warmth from my exertions.

On peak summer weekends as many as 40,000 people climb Fuji. Like any mountain area accidents do occur and Fuji has claimed its share of lives. Some Japanese have actually chosen this sacred mountain as the place where they want to die. They usually choose an area of virgin forest called "Aoki-gahara", the Sea of Trees on the north side. One of the trails that goes from the base of the mountain to the summit passes through this area. Hikers are advised to keep to the trail as it is easy to get lost and minerals in the rocks cause compasses to malfunction. Japanese bent on suicide drown in the Sea of Trees; they wander off the

continued

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Homage to the rising sun
Fuji
CHRISTOPHER MCCOOEY

Four o'clock on a July morning on the rim of a dormant volcano. It's dark and chilly, the wind swirling out of the 700 foot crater behind me. I'm not alone, just one of hundreds of people gathering on the summit of Mt Fuji, at 12,388 feet the highest point in Japan.
Some of the people had slept for a few hours in mountain huts on the trail or at the summit. Others, like myself, had climbed through the night and were resting - conversing in low voices, sharing chocolate and anecdote in time-honoured mountain tradition - and waiting for the sunrise.
Climbing Mt Fuji is more than just getting to the top of a mountain; for the Japanese it's a religious experience, confirmation of their true Japanese spirit, and to be there at dawn, to pay homage to the Rising Sun, is the ultimate high.
The eastern sky began to lighten perceptibly as more and more parties of climbers, some urged on with whistles and megaphones, snaked their way to the top. Their progress could be monitored by watching their flashlights swinging and casting from side to side, following the trails below.
At this altitude it is necessary to rest every few steps as the final few hundred feet are the steepest and the loose volcanic ash and clinker make it very slippy - three treads up, half a slide down, wheeze, rest, gulp for oxygen, gaze at the stars. Altitude sickness, a red-hot steel needle inserted behind the eyes and twisted slowly for effect, or so it feels, may be a problem. If you are prone to this, take altitude pills.
Fuji is an almost perfect volcano, cone about 60 miles southwest of Tokyo. On days when strong winds have swept away the pall of pollution that inevitably hangs over the capital city of nearly 12 million, the graceful mountain, snow-capped in winter, can be seen from downtown.
The volcano must be considered dormant rather than extinct. Since AD800 seven eruptions have been documented; the most recent took place between December 16, 1707 and January 22, 1708. It was at this time that the cone lost its perfect symmetry. There is a hump on its southeast slope called Hoei-zan ("san" or "zan" means

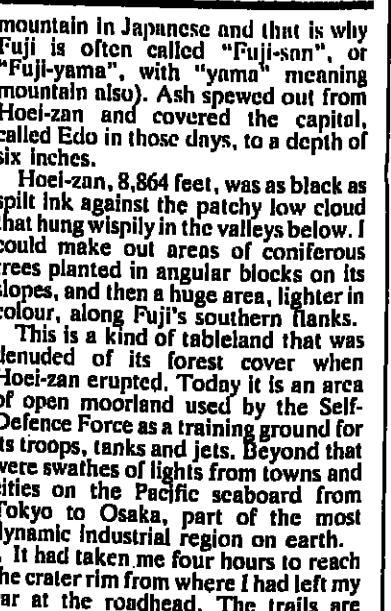


Photo: Christopher McCooey

EXTRA

Fuji continued

trail and get lost, spending their last earthly hours on the slopes of their beloved Fuji. Each year the police and the Self-Defence Force combine to search the area and on average 20 bodies are found.

With proper equipment it is possible to climb the mountain during any month but in the winter it should be regarded as a serious alpine expedition. Several thousand climbers are on the summit at dawn on January 1 to greet the New Year.

The safest time is during July and August when all of the mountain huts are open. Even so, care is needed because of rock slides in August 1980, 12 people - mostly school children and elderly people - were killed by a rock slide as they descended Fuji by the "sunabashiri" (sandslide) on the north side. This is a large patch of volcanic sand and it is possible to get from the summit down to the carpark in an hour if you scree-run and slide. Wind, an earth tremor, or the carelessness of other climbers can dislodge rocks and start a fatal slide.

The fatalities in 1980 may have been unusually high because it was the year of the Monkey. And it was not just the year of the Monkey that comes every 12 years but the year of the "Knoesaru", the monkey year that comes in every fifth 12-year cycle ie every 60 years.

Legend has it that Fuji herself rose from the bed of the Pacific in a "Knoesaru" year and that if you climb Fuji in that same year then it is the equivalent of having climbed 33 times. With so many inexperienced climbers on Fuji that year the potential for a disaster was greater than usual. The trail on which the tragedy occurred remains closed as another rock slide is possible, but the authorities do nothing to limit the numbers of climbers and the approaches to the three Fifth station roadheads can get so crowded that you may sit in a traffic jam for several hours.

The sky had changed from black to deep purple and was now lightening to blue. The meniscus moon was a pale yellow in a panoply of silver blue stars and orange planets, and, tracking through them, a satellite. In the growing light I became more aware of my immediate surroundings: the garbage that decorates the mountain is unbelievable.

Down below there were huge scree of rusting cans beside each hut; on the trails were candy wrappers and soda cans discarded by climbers; around me at the summit were empty boxes that had contained rice meals, smashed beer bottles, orange peels, cigarette

ends and wooden chopsticks used once and dropped. It is incredible to me that the Japanese venerate this mountain so deeply, from spiritual and nationalistic motives, yet treat it so shabbily.

At the summit there is a post office as well as numerous vending machines selling sake and beer and soda. Snack stalls offer hot noodles at prices reflecting the altitude. The toilet facilities are primitive. There are souvenir shops selling charms and trinkets and if you have a hiking stick you can get it branded to prove that you made the conquest. Even if you only drive to one of the Fifth stations you can buy a summit stick, bundles of which are carried to the top for branding and then sold lower down to the less energetic.

In the dark, I had noticed none of these things. There I was, preparing for the sun rise - a primordial act of worship - surrounded by such tackiness and garbage. Like many aspects of Japan and the Japanese it was perplexing and paradoxical.

Next to me, an old man wearing a pilgrim's white coat and sandals of straw rested on his staff awaiting the sun, entranced. A little way off, a young man with iridescent lime green tints in his black hair and wearing narrow Fifties-style sunglasses waited too, plugged into punk. Two other young people were straddling bicycles that they had carried up and were going to cycle around the crater rim after the sunrise. On the way up I had met a party of four blind people and a man with an artificial leg. All of these people were there for their different reasons, all waiting for the sunrise more than two miles up in the rarefied, lemon-sharp air.

The conditions were perfect for the day itself to bloom. Thousands of feet below, smoke-grey drumlins of cloud had formed to cover the forests and rice fields and factories and cities. High above, the thin shavings of cirrus had already caught the sun's rays and were bright gold, while out in front a blood-red dawn seeped perceptibly along the eastern horizon. Then the huge orb of the sun rose majestically out of the Pacific to a chorus of "Banzai" ... "Cheers!" ... "Long Live the Emperor!" ... "Long Live Japan!"

Travel Information

The climbing "season" is from July 1 to August 31 and all mountain huts are open above the Fifth stations. The huts charge 5,500 yen (about \$30-\$35) with evening meal and breakfast, 4,000 yen without. They are spartan and very crowded at weekends. No camping is allowed on Mt Fuji. Information about transport to the Fifth stations from any Japan Travel Bureau.

From Lhasa to Mount Kailas



Living a nomadic existence in a remote area, this child was fascinated by the glossy colour photographs which she discovered in "Tibet: a survival kit".

Tibetan pilgrimage

LAURA CLARKE

It is difficult to tell the age of Tibetans; particularly the women. The fierce winds that sweep across the "roof of the world" and the glare of sun and snow prematurely creases and furrows their brown faces. The combined age of the grandparents of the family we accompanied to the summit of Tibet's most sacred mountain, Mount Kailas, could not have been much more than a hundred. Yet, although they looked much older, their deep faith carried them and their children and their children's children up 18,000 feet of precipitous path, oblivious to cold and darkness. Mount Kailas, in far western Tibet, has long been the destination of

Buddhist, Hindu and Jain pilgrims from all over Asia. Today, as Tibet becomes more accessible to the West, it can also be a goal for more intrepid travellers from further afield. But there are various obstacles which lie in the path of the rare and foolhardy foreigner. The first and most fundamental is that this sparsely inhabited region offers no public transport; secondly, no outsider is officially permitted to enter this area and finally, the only languages spoken are an obscure dialect of Tibetan and, sometimes, Mandarin Chinese.

For us, this meant three weeks hidden in the back of a truck, jolting up and down on sacks of grain and

wooden boxes as the vehicle bounced its way over endless bare plateaus and mountain passes. Hitchhiking, in the true sense of the word, is not feasible in Tibet; the going rate is 5 yuan, or approximately one pound, per 100 kilometres. Sometimes, we spent days trying to persuade unsympathetic and suspicious truck drivers to carry the two of us for some distance along the 1,500 kilometre route from Lhasa to Mount Kailas. Since human habitation is sparse, we had to carry enough provisions to last for weeks. Once we were on board, we worried constantly that the dilapidated vehicle would collapse en route. As the truck ground its way over treacherous tracks, through rivers and mud, we were aware that if we got stuck, there was little we could do.

Several weeks later, caked in layers of dust, buttocks bruised and limbs cramped, weary of packets of Chinese noodles and Tibetan tsampan, tired and irritable after endless cold, damp and sleepless nights in or under the truck, we eventually saw a solitary white hump on the far horizon - Mount Kailas at last.

Mount Kailas, together with the nearby Lake Manasarovar - source of the Indus, Brahmaputra, Sutlej and Karnali/Ganges, four of the greatest of Asia's rivers - are the long-dreamed-of Mecca for countless pilgrims. The ancient ritual for the pilgrim is to circumambulate clockwise both lake and mountain at least three times. If they are particularly zealous and determined, 13 circuits is not unknown.

The few foreigners who wish to complete the pilgrimage are generally content to do so just once; although we did meet one strapping American who had just emerged from his third journey around the mountain and with achievement behind him was off to find the source of the Indus. The circuit of Mount Kailas takes anything between one and three days. The faithful usually complete the 50 kilometre trek in one day, while the few foreigners who attempt it adopt a more leisurely pace, grateful for the shelter offered by tents en route.

We set off at a hearty pace along the well-trodden path, aiming to finish this sacred round in not more than two days. For the first six hours the going was easy. If a trifle dull, since the path was flat and we met only a couple of Tibetan youths sauntering along, curious but unable to communicate with us. Foolishly, we decided not to rest for the night at the first tent, pausing only for yet another packet of noodles and a brew of Tibetan buttered tea. There were several hours left before nightfall and the long, arduous trail still lay ahead. So, full of energy, we started the ascent of the only remaining major obstacle - an 18,000 foot mountain pass.

Gasping for breath at this altitude, we plodded on despite the bitter wind and encroaching darkness. Ahead, we saw a mound of stones covered by scattered articles of pilgrim clothing. Alongside was the corpse of an Indian Sadhu, his eyes plucked clean by birds and a bloody gash in his side. We had reached a ritual place of death. For

continued

EXTRA

Path into the past

JOANNE BLIGH

"Match me such marvel save in Eastern clime,
A rose-red city half as old as time."

Tibetan pilgrimage continued

the first time we felt moved and reverent. We paused and bent our heads.

A few minutes further up the trail, we were about to seek shelter for the night, when we came upon a family of Tibetans - mother, father, three young children aged seven, nine and 12, as well as the grandparents - plodding laboriously in line in front of us. These seven remarkable pilgrims, clad in colourful, full-length sheepskin coats, eventually paused and rested for a moment on their sacred journey. Exchanging smiles, we stopped and gave the traditional greeting in faltering Tibetan. Fortunately the father spoke a few words of Chinese and was able to advise us that once we had crossed the pass we would find better shelter the other side. Anxious not to miss the opportunity of a few hours in the company of genuine pilgrims, we asked him if we could join them.

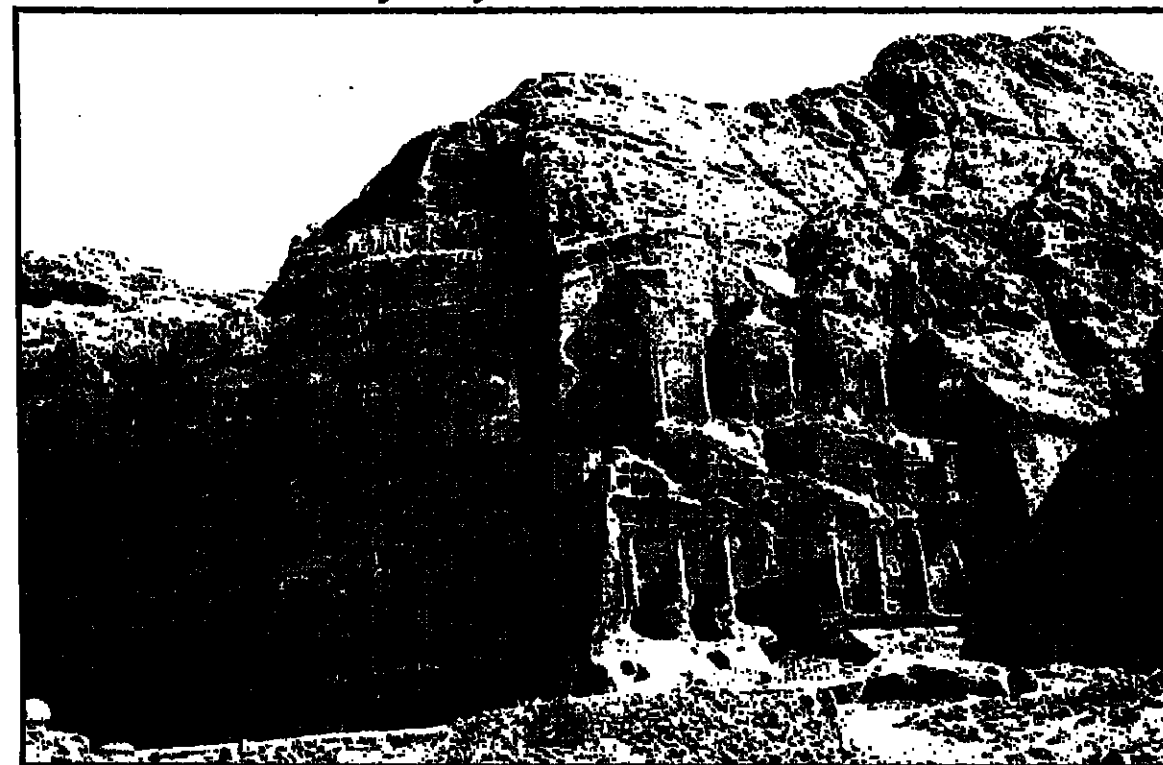
In silence we clambered up the mountain side, our eyes firmly fixed on the ground, heedless of the steeper path and rapidly falling light. At several prescribed points on the route upwards, the family paused to perform ritual tasks. On one occasion, for good luck, they threw small pebbles at holes in a rock face, at another they made a ceremonial circuit of a wayside boulder. From wheezing grandmother down to the smallest offspring, their total concentration and commitment to the journey, under such difficult conditions, was for me a moving and spiritual experience.

As the last golden streak of light faded from the sky behind the black mountains in the distance, we reached the summit. It was nearly midnight. A huge edifice of stones and fluttering prayer flags heralded our achievement. Reverently, we paused for a moment in the bright wind before beginning a hasty descent, stumbling and tripping in the pitch blackness over boulders scattered on the shaley path, with only two torches between us. Shattered with fatigue and pierced by cold, we eventually came across an area of flat stone slabs, where the father indicated that we should spend the night. Without further ado, we laid out our sleeping bags on the freezing slabs, and donned long johns, woolly hats and gloves in the torchlight provided by the chuckling Tibetans.

It suddenly dawned on us that the family had no intention of sleeping alongside us, but was going to trudge blindly on and on throughout the night until they had completed their pilgrimage. Without hesitation, we declined the invitation to follow, preferring to shiver out a long night beneath a holy moon.

It was not until late the following afternoon, dishevelled and numb with weariness, that we stumbled the final few yards into the village at the foot of the mountain, slower and less pious in our thoughts than our recent Tibetan companions. The knowledge that some pilgrims prostrate themselves full-length along every inch of this holy route, often taking weeks to complete their worship or penance, yet as foreign intruders we were exultant with our achievement. Mount Kailas had made a deep impression upon us, not so much for the rigours of the journey, but for the spiritual pilgrimage we had been privileged to witness.

Jordan: the mystery of Petra



The cliffside tombs of Petra

to those who live in the clefts of the rock (or Sela).

The Nabateans, a Semitic tribe, probably settled in Petra about 800 BC, making it their capital. They carved their homes and temples out of the sandstone and prospered because of their strategic position on the main trade route from the East and Arabia. Their protection of the caravan traders brought in much revenue. They produced some of the finest ceramics of early times, brittle and decorated with pieces of which still lie there today.

In 312 BC the Seleucids, those battling descendants of Alexander the Great, tried unsuccessfully to oust the Nabateans from their territory. The latter remained doggedly independent and extended their realm as far north as Damascus. It was the Romans who eventually gained Petra. The famous general Pompey had conquered Syria and Palestine in 63 BC and in AD 106 the Romans took Petra, after cutting off its water supply. As a Roman province, building work continued apace: a forum, colonnaded street, baths and a theatre that seated 3,000.

Gradually a rival trade centre, Pal-

myra in Syria, caused Petra to diminish in importance. The decline of the caravan trade routes came when the Romans started to ship their merchandise from southern Arabia northwards via the Red Sea.

During the Roman era Christianity thrived, evidenced by crosses marked in the walls of the Urn Tomb. In this cathedral-like structure an inscription complete with the name of Bishop Jason, the date AD 447, proclaims its use as a church. Later, in the 12th

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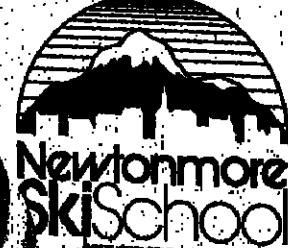
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ATOL 103
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Turkey: remarkably unspoilt Ancient echoes

MARY CRUICKSHANK

"Turkey is this year's destination," enthused a bronzed Judith Chalmers, and my heart sank at the prospect of overcrowded beaches, all-night discos and convoys of tour coaches cramping classical sites. But in early May there were none of these things. With the exception of one or two resorts in the south, Turkey seemed remarkably unspoilt, despite the tourist boom, and even its glorious Aegean coast was largely unscarred by the onslaught of the package holiday industry.

I joined a group of overlanders in Istanbul and spent two weeks exploring the ancient cities of western Turkey: Troy, Ephesus, Pergamon, Miletus, Didyma, Priene and Aphrodisias. We travelled south as far as Marmaris, east beside the Mediterranean to Kas before circling back across the dramatic landscape of the Taurus mountains and western Anatolia. We covered some 1,500 miles - a fraction of a vast country - in the fortnight and there were few places we visited where I could not have happily spent twice that time. It was the kind of holiday that leaves one exhausted, but determined to go back for more.

Istanbul is a frenetic city, with chronic traffic jams and crowds surging over the Galata bridge and thronging the precipitous cobbled streets of the old city. At every corner street traders peddle leather purses, socks, T-shirts, jewellery, and tempting sweet, warm breads, glistening with sesame seeds and pastries oozing honey and nuts.

Trading is intense both on the streets and in the Grand Bazaar - a maze of tiny shops with leather, jewellery, carpets, clothes, and pottery overspilling onto the cobbled alleyways. Small boys perilously swing huge silver trays carrying tiny glasses of hot tea.

The stately architecture of the Topkapi Palace, the imperial residence of the Ottoman sultans for four centuries, and its fine collections offer a welcome escape from the bustle. It stands on the acropolis above the confluence of the Golden Horn, the Bosphorus and the Sea of Marmara and there are superb views from its elegant marbled terraces. The sumptuous furnishings and magnificent peacock-coloured tiling of the harem shouldn't be missed, although the rushed guided tour barely gives one time to absorb the splendour of the apartments. Istanbul's mosques and the breathtaking Santa Sofia also offer sanctuary from the hubbub of the streets: the cavernous Yeni Cami and the Blue Mosque, with its brilliant zink tilework.

Two days were barely enough to get one's bearings, but our itinerary forced us on round the north shore of the sea of Marmara, past the tranquil war cemeteries of Gallipoli and across the Dardanelles to Troy. The hill-top site echelons a bewitching mixture of myth and history, and when the task of distinguishing the remains of one ancient civilization from another be-

comes too much, one can gaze across the Trojan plain and let the imagination take over.

At Ephesus, a walk along the colonnaded marbled way linking the magnificent theatre to the agora and the famous library of Celsus evokes a vivid sense of the past. Well-preserved mosaics and frescoes reveal a thriving and prosperous community and the impressive theatre's steeply tiered seats for 25,000 spectators rise in a tremendous semi-circular sweep above the ancient harbour.

Priene, built on a high ridge overlooking the broad flood plain of the Meander river, must be one of the most beautiful Ionian cities. A steep climb leads to the remains of its

well-ordered streets and houses and the imposing temple of Athena. The massive column drums scatter the site, overgrown with wild flowers. Not far from here lies Miletus, where it is still possible to walk through the vaulted passageways of its fine theatre; and the famous oracle and temple of Apollo at Didyma, where storks nest on the tops of the huge columns.

By the time we reached Pamukkale, the site of ancient Hierapolis, I could sympathize with the blistered young American with well-thumbed guidebook who told me he was "ruined out". But site-seeing in Turkey was never arduous, because of the serenely beautiful position of the ancient cities, the profusion of wild flowers and birds singing, and the almost complete lack of commercialization.

And, of course, there are plenty of diversions. Pottering in the markets and being tempted with raki by carpet dealers amiably passes the time. There are wonderful opportunities for swimming. After exploring the exciting ruins of Aphrodisias, you can relax in the soothingly warm thermal springs at

Continued



Path into the past

continued

century, the Crusaders took it for an outpost and built two fortresses on the cliffs.

But as Moslem armies marched north from Arabia, Petra fell to the Arabs. Its wealth vanished, its glories were forgotten. For centuries its very location was lost to the world. The silence continued until 1812 when the Swiss explorer John Burckhardt found it almost by accident. On his way from Damascus to Cairo Burckhardt heard rumours of a strange place with ruins and wondered if it could possibly be Petra. Dressed as a Moslem and speaking excellent Arabic, he was allowed by local Bedouin to go to Mt Hor to offer a sacrifice; en route, he rode through the Siq which had for so long shielded this city from foreign eyes. Such a fateful few dare even dream of.

Following in his footsteps, we too can have a taste in some measure of the excitement he must have felt. According to the guide book, the ideal months to see Petra are September to November and March to May. You really need two days for exploring this wonderful place. Go early in the morning - see the Treasury, tombs, temples and High Place - there's a lot of walking involved. Next day, return and concentrate on climbing to the monastery; don't miss the small museum containing Bedouin pots, photographs by B. Khanian looks

best between 10 and 11am in the sunshine or at 4pm when it turns rose-red. There's a good restaurant where you can have lunch. Unlike many sites that pull in the tourists, you can be on your own. Nobody jostled me while I took pictures.

After my visit I saw the reason for encouraging people to go through the Siq on horseback. Apart from the obvious financial aspect - the leaders of the horses expect a generous tip in addition to the fixed price - it preserves the secrecy. You ride in silence, spaced out one behind the other, which adds to the mystery. Somehow everyone smiles and looks as if they were in a dream or taking part in a film.

I descended on a gentle beast at 8am and walked up at 2.30pm - stopping to look round, listening to the silence and breathing in the solitude, besides going in to another tomb, the Obelisk. An exhausting day but an exhilarating one. I don't suppose the little fragments of ceramics I picked up are worth anything but I'll treasure them and hope I'll have the privilege of returning to this magical city that still contrives to hide itself from the outside world.

Travel Information
Escorted tours: Jordan visiting Amman, Petra and Aqaba. Nine days £298. Jordan/Luxembourg. 14 days including four days in Jerusalem. £769. Syria/Jordan including two days in Petra £785. Bales Tours Ltd, Bales House, Berrington Road, Dorking, Surrey. Tel: 0306 888991.

EXTRA

Poland: nowhere are the flowers so fresh



The market square in Warsaw's Old Town

Sacred soil

CHRISTOPHER PORTWAY

Poland may not strike one immediately as a holiday destination, yet it is a nation of delightful surprises and the atmosphere of its capital city is like no other. The awfulness of the Second World War, when Warsaw died from within in a welter of savagery, still hangs over it as it does over the sad River Vistula. But the city's reconstruction has been lovingly executed, and still continues.

The Stare Miasto, the Old Town, still presents its dignified facade in the guise of the houses of merchant princes. Each has a distinguishing characteristic indicative of the rung of the social ladder its former occupant attained. The Baroque marks the way to the new town, a mere 500 years old. Together with the cathedral, it shared in the devastation of 1944, but its fragments remaining have been painstakingly incorporated into the replacements.

Among the grandiose memorials to the tens of thousands of Jews and others who perished under the Nazis, there are, in nearly every street, tiny mementoes, an engraved stone, a red and white ribbon and a bunch or two of flowers, marking a wall of execution or the site of some heroic, hopeless resistance to a brutal enemy. Other European capitals - such as Prague - contain similar poignant memoranda, but nowhere are the flowers so fresh.

Through more than two decades I have observed Poland at different stages of her history. In 1944 I had a glimpse of that country's agony at the time of the Warsaw Uprising and, a year later, the holocaust over, I looked upon the shattered capital. My eyes had also seen the sea of ruin that was

Berlin, Hamburg and Dresden, but those of Warsaw tore one's heart. In subsequent years I visited the country at irregular intervals to observe its slow, painful resurrection from the carnage - particularly Warsaw, the eye of the hurricane.

It is this air of defiance, now directed at an unpopular government, coupled with the traditional friendship of Poles for the British that, to me, gives Warsaw its uniqueness. Polish people are known for their emotion and sense of tragedy and drama, but they can laugh as well as cry, as a visit to the solid, history-impregnated coffee shops of the Old Town will prove.

On more prosaic level, the city has much else to offer her visitors. The hotels and restaurants are adequate to good; travel and food are cheap, even at the official rate of exchange; music, drama and museums abound; and even the most expensive cinema seats cost around a pound. English is widely spoken, so language is no problem. The Poles are a proud people, acutely aware of their own problems and situation in the Eastern Bloc. Having little access to real information from the West, they fear that the Western view of Poland may be similarly obscured, so they grasp at the opportunity to talk with you, not only to glean the facts about Britain but to express their opinions about the true status of their own land.

In Warsaw's streets there is an overwhelming impression of normality despite recent events. People are living

ordinary lives, working, shopping, drinking, dancing, queuing and going to school. Officialdom, in the guise of militia or police, is unobtrusive, and a tourist is as free as in any West European city to go as he or she pleases.

Fine, two-line highways radiate from Warsaw to link with the rest of the country. Northwards lies the Baltic coast - as yet not fully developed, except around Sopot, with its long, uncrowded sandy beaches - and the ancient cities of Torun and Gdansk, abounding in medieval architecture. Further east can be found the Mazurian and other lake districts, a region of 1,000 lakes and picturesque hills with forests and castles to match. Southward stand the mountain ranges of the Bieszczady and the Tatras, which are part of the great Carpathian barrier. The chief mountain resort is Zakopane in the Tatras, which caters for both winter sports and summer activities. It is a lively town, offering all the alpine facilities and fun expected by its visitors.

On the road to the mountains is Czesochowa, with its famed Jana Gdka, consisting of a Gothic-cum-Baroque church, a Baroque monastery and fortress. It houses the "Black Madonna", the picture of Our Lady of Czesochowa, revered by all Poles. The complex of buildings stands high above an otherwise nondescript industrial town, and if you can time your visit for a religious festival as I did, you will hear the heartbeat of a nation. You will not get into the cathedral-like church, however, because every inch of space will be packed solid with Poles young and old; their fervour is awe-inspiring.

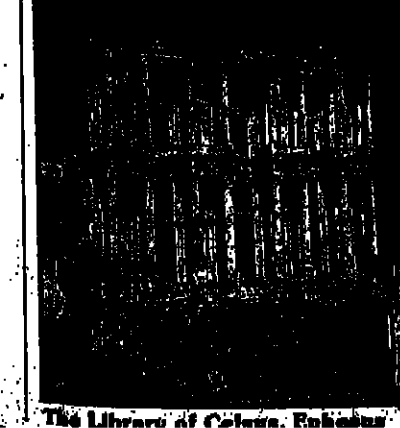
Though Lodz is the second city of Poland, Cracow is the former capital, a city of historical monuments and priceless art collection and, again, dear to the heart of every Pole. For me, when I was an escaped prisoner of war in 1944, it was Cracow that I loved.

continued

Ancient echoes

continued

Pamukkale that create the extraordinary white calcium oxide terraces and give the town its name of "cotton castle". After the winding waterways and mysterious Lycian rock tombs at Canus in the south, the deep, crystal waters of the Oludeniz lagoon are deliciously refreshing. At Marmaris, you can escape by boat from the hotel-lined front to deserted bays



The Library of Celsus, Ephesus

bordering olive groves and meadows humming with bees. The boatmen bring pilaf, salad and olives and grill spicy meat koftas.

Turkey is justifiably renowned for its cuisine and the Turks for their hospitality. Even in the most out-of-the-way places three of four lokantas would offer an array of tempting meze: trays of stuffed aubergines and peppers and neatly parcelled vine-leaves; kebabs and rich stews.

I travelled with Explore, a company which organizes overland expeditions all over the world that aim to convey "the real essence" of a country. How far this is possible in a fortnight in a country as large and diverse as Turkey is debatable, but we certainly visited places it would have been hard to discover in the same time on an independent trip.

It cost £225, a price that should have run to a direct flight to Istanbul, rather than the two-hour transfer in Belgrade and a further delay in Zagreb on return. Accommodation was simple, but adequate. Only in Marmaris, where we were stranded in what appeared to be the middle of a building site, was it unacceptable.

There were 16 in the group (aged

twenties to sixties) and a more congenial bunch of travelling companions would have been hard to find. Our street-wise leader was always on hand to advise on the best bargains or translate menus, and the cheerful helpfulness of our Turkish driver more than made up for the shortcomings of a minibus that, despite belching exhaust, cramped seating and speed checks, safely returned us to Istanbul.

Travel Information
Explore Worldwide Ltd, 7 High Street, Aldershot, Hants GU11 1BH. 0252 319448.

The holiday can also be booked through Wessex, the international travel club, which acts as an agent for Explore, as well as a number of other overland tour operators, including Exodus, Hann, Sherpa, Transglobal and Voyages Jules Verne. The "Discoveries" brochure advertises a selection of these companies' expeditions. Wessex members (annual subscription £20.21) are also entitled to low cost flights and various hotel and car rental discounts. They receive "The Traveller" magazine and a free copy of *The Travellers' Handbook*, a comprehensive practical guide to long haul travel. Details from Wessex International, 45 Brompton Road, Knightsbridge, London SW5 1DE. 01 589 3316.

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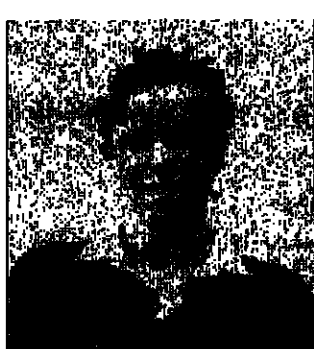
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EXTRA

Following in the footsteps of Emperor Franz-Joseph Between the Alps and the Adriatic

ANGELA HUMPHREY

At four o'clock on that warm sunny September afternoon in Piber, a small village in western Styria in Austria, some 20 or so horses and their foals were being led out to pasture. This was the Lipizzan stud-farm where, since 1918, the famous "White Horses" have been bred and trained for the Spanish Riding School in Vienna. With their long white manes and tails flowing and their foals trotting alongside, they made an impressive sight – the more so since the foals were all jet-black. With every change of coat in spring and autumn, the dark colour fades and they do not become completely white until 10 years old.

This was, indeed, a grand finale to our whistlestop tour of a spectacular area, the size of Great Britain, known as the Alpine Adria which lies between the eastern Alps and the Adriatic Sea, comprising chunks of four different countries: West Germany, Austria, Italy and Yugoslavia and some 10 regions extending from Bavaria in the north and Lombardy in the west to Croatia in the south-east. The Alpine Adria area is unified not only by the network of Roman roads spreading out from Aquileia on the northern shore of the Adriatic but by its heritage of art and culture from "Old Europe" and it was also for two centuries part of the Austro-Hungarian Empire of the Hapsburgs.

We landed at Venice airport, jumping into waterbuses for the half-hour ride to the Hotel Monaco bang on the Grand Canal, a few moments' walk from St. Mark's Square. Venezia, the "water-town", spreads over more than a hundred small islands, both natural and man-made. It reached the zenith of its splendour in the 11th century and today it is still a resplendent city but, like so many good things in life, expensive. A gondola ride will set you back around £25 for 45 minutes (try to make up a party of six) and a mere drink in St. Mark's Square, a flivert!

Next morning, we left Venice driving north through Treviso and on north-west to the pretty little town of Asolo, beloved of English writers – Freya Stark lives there and Browning died there.

It was then south-east to Trieste, driving round the northern shore of the Adriatic, stopping all too briefly in the town of Aquileia, founded in 181 BC by the Romans as a military camp and later becoming the chief city in northern Italy with some 100,000 inhabitants but it was destroyed in AD 452 by Attila the Hun. However, today you still experience some of its former splendour from archaeological excavations such as exquisite mosaics, amphoras, statues, chandeliers and one of the best glass collections in the world.

The main square in Trieste, the Piazza Unità d'Italia, overlooks the

sea, its other three sides lined with buildings of different periods and, therefore, different styles and this is the only square in the world where ships are able to moor right in the inner city and be directly involved in public ceremonies.

On our way to the Castle of Miramare we passed through the town of Barcola where the ancient Romans had their holiday villas and moored their boats. Today it is a resort shaded by pine trees where modern-day Romans, along with other tourists, can wind-surf and bathe from the rocks. The Castle stands on a spur overlooking the sea on one side and surrounded on the other by a luxuriant park studded with lakes, fountains, sculptures and thousands of ornate flowerbeds.

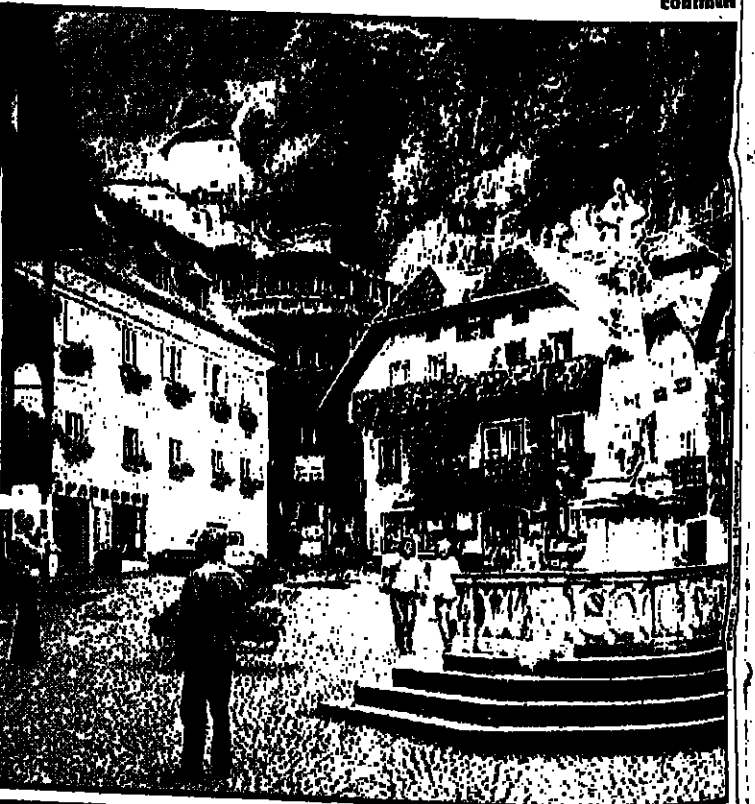
Built in 1855 of sparkling white Istrian limestone, it is an English-cum-Norman style castle and was the inspiration of Maximilian II of Austria (younger brother of Emperor Franz-Joseph), Archduke of Austria and later Emperor of Mexico. In 1918 when Trieste became part of Italy, an agreement was signed stating that the Castle of Miramare was to be kept as it was and so Trieste's most famous monument is now a state museum.

Next morning we crossed the border

into Yugoslavia and the contrast from the buzz of the highly populated Friuli-Venezia Giulia region of northern Italy to the peace and quiet of the sparsely populated turning region of Slovenia was immediately apparent. Italians come here for the weekend, ski or just to get away from it all.

Our first stop was the Postojna Caves, among the most famous in the world, where we pulled on sweats (but you can hire clogs) and boarded a small train for the 5km ride to where we began our walking tour of these massive caves filled with stalactites and stalagmites in colours ranging from bright orange to deep red and in shapes as diverse as old men's faces, folds of material, ice-cream cones, octopi, cats and candles. The main curiosity, sometimes called the "human fist" and which looks like a pink newt.

We spent the night in Ljubljana, capital of the Socialist Republic of Slovenia, walking through winding narrow streets lined with old buildings, some with painted fronts, to a "typical" restaurant, The Rotovz, where meal costs around 850 dinars. At the current exchange rate of 570 dinars to the pound it was incredible value. Next morning we wandered around the Central Market goggle-eyed at the amazing selection and quality of the herbs and spices, vegetables and fruit all at give-away prices but how were we to get them home?



continued

Sacred soil

continued

It was the place where the Gestapo put an end to my nocturnal ramblings by locking me up in the underground cellars of their interrogation centre just off Adam Mickiewicz Street. As the stark building's basement has since been turned into a museum of oppression, my local guide was able to take me straight there. My return provoked much interest and note-taking which, I am happy to say, gives me a tiny place in the great heritage of Cracow.

To be part of this city of Polish kings is an honour indeed. Legend has it that, in the beginning, there was Krak, a prince and chieftain, who raised a stronghold on the hill called Wawel. Around this stronghold, high above the Vistula, grew a city that was much Europe seeking Baltic amber, and others from the west on their way to Ruthenia and Byzantium. The city grew and prospered, to witness the formation of the Polish state, whose rulers were to transfer the nation's capital from Gniezno to Cracow in the 10th century, until the end

of the Polish kingdom, Poland's kings were crowned and entombed here. History seeps from old buttresses and the red brick walls of Gothic churches and pastel-coloured houses. The royal castle and cathedral on Wawel Hill are the chief monuments of the city's royal days and the castle's beautiful, arched courtyard is one of the gems of the Polish Renaissance. The Old Town is a fount of old charm, veined with narrow streets and lined by period houses, is that between the Barbican and St Florian's Gate – both remnants of the medieval city walls, about which are now hung artists' pictures for display and sale.

But the showpiece of the city centre is the Main Market Square, with its imposing Gothic cloth hall, rebuilt in the Renaissance style and remaining a market to this day. The Church of Our Lady, standing in a corner of the square, is an imposing edifice, well known for the ritual of the hourly bugle-calls sounded from one of the two steeples to commemorate the legend of the trumpeter killed by a Tartar arrow in 1281. Twenty-four times a day the call ceases abruptly, just as it did when the arrow struck before an attack by a Tartar horde.

North of Cracow is the lovely limestone valley of Ojców, its cliffs eroded into fantastic shapes and peppered with more than 50 grottoes. It is perfect terrain for gentle rambling, and its 16th-century Renaissance castle of Pleszkowa Skala offers relaxation and amusement. Even Cracow's industrial suburb of Nowa Huta is not without interest, its modern church a poignant monument to the sufferings of the Polish people. A metal figure of Christ, made out of bullets taken from the bodies of Poles who fell on the 1939-45 battlefields, is particularly moving. Forty miles west of the city is the most terrible monument of all, Oswięcim, site of the still-standing Auschwitz concentration camp.

The poet, Stanislaw Wyspianski, wrote of Cracow: "Everything is Poland here, every stone and pebble, and everyone who enters here becomes part of Poland."

Travel Information

Polois, (82 Mortimer Street, off Regent Street, London W1) the London branch of the Polish State Tourist Bureau (Orbis) will provide all travel information. There are daily direct flights, by LOT, the national airline.

Vienna: away from the concrete

The Prater

NICHOLAS HODGES

When your feet have had enough of Viennese pavements and your eyes are glazed by the capital's sparsely populated turning region of Slovenia was immediately apparent. Italians come here for the weekend, ski or just to get away from it all.

Originally Maximilian II's hunting grounds, the royal park is also a pleasant reminder of Joseph II, for it was he who opened the area to the public in 1776. His advisers thought him mad. By admitting the lower echelons of society, it was considered he would be unable to avoid mixing with his inferiors, something to be prevented at all costs.

Rudolf II would have disapproved of Joseph's generosity. During Rudolf's reign, at the end of the 16th

century, entry to the Prater was by permit, obtainable only from his chief fosterer, the notorious Hans Bengel. Such was Bengel's unhelpful nature that few permits were issued. Over the years his name has passed, as a noun, into the German Language, and to be called a Bengel today, is to be called a lout or a rogue.

It was here in the middle ages that the court celebrated the end of the cold winter by searching for the first violet; winning was considered, by the courtiers and their ladies, to be a considerable coup. No matter how bold or how leafless the trees, when the first peeping violet was discovered to have overcome winter's iron grip, spring was joyfully announced.

Joggers jog in the Prater and cyclists

Between the Alps and the Adriatic

From Ljubljana we headed north through the Sava Valley for the 45-minute drive to Bled, passing through lush green countryside dotted with villages whose white churches and tall spires could be seen from miles away.

Bled lies close to the Austrian border which we crossed that afternoon spending the night in Klagenfurt, capital of the Province of Carinthia and which sits at the eastern end of Lake Wörthersee, the largest of some 200 lakes in the Province. These are known as "the warm lakes" since the water reaches 26°C in July and August and so it isn't surprising that, in this landlocked country, this is a popular area for swimming, sailing, water-skiing, fishing, riding, golf and tennis. Brahms stopped here to compose his 7th Symphony on his way to Italy but got no farther.

Our next watering-hole was Bad Ischl in the heart of the Salzkammergut, the Lakes and Mountains region. Bad Ischl has been a spa and meeting place for prominent men in politics and music for the past 150 years and was famous during the Austro-Hungarian Empire. Emperor Franz-Joseph spent his summers here for 66 years refusing ever to use the telephone or to travel by motor-car, except for just one occasion when Edward VII came to see him for "Die Kur" (the cure) after which he said of this form of transport "a lot of noise and a bad smell".

Zauner's is a pastry-shop par excellence where the Emperor would come for morning coffee and you can still do so today accompanying your cup of coffee with a cream slice topped with wild strawberries, a wedge of *sacher-torte* or *apfelschneider* or chocolate hedgehog. A box of chocolate crisps costs around £2.

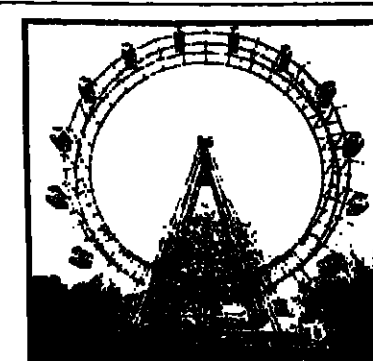
South of Bad Ischl at Obertraun we took the cable-car up to Schönbach, the starting point for the 1-25 million-year-old Dachstein Caves where we strolled through bizarre ice-palaces in the fairy tale world of the Giant Ice Cave and the Mammoth Cave whose icy battlements, peaks, towers, dome halls, gorges, crevasses and crystalline mountains of ice are lit up at the flick of a switch.

Back in Bad Ischl we were taken to see the Emperor Franz-Joseph's villa. It was raining and we were tired and looking to relax over dinner and so paid scant attention to the man in the crumpled jacket and baggy old trousers who showed us through a series of rooms explaining in great detail every object d'art, picture and piece of furniture. Back in the entrance hall our guide bade him farewell, inclined his head and said "How kind of you, Your Imperial Highness, to show us your family home." He was, of course, none other than the great-grandson of Emperor Franz-Joseph.

The Finland that flashed into athletic prominence in the 1950s, made its artistic reputation with the glass of Tapio Wirkka, tableware, rugs, textiles, ceramics and fabrics bearing the Marimekko label. The garden city of Tampere, scrupulously blended into its environment, also won international attention as did Alvar Aalto's lyrical buildings and the modernist architecture.

Travel Information: For further information about the Alps Adria area, contact: The Italian State Tourist Office, 1 Princes Street, London W1R 8AY Tel 01-408 1264. Thomson Holidays (main office Greater London) Tel 01-753 9454 (feature holidays in this area in their Lakes & Mountains brochure).

EXTRA



cycle. At a quiet pond, dogs retrieve sticks and lovers hold hands. Through the trees are bowling alleys, football pitches, tennis courts, race tracks and trade fairs. But head away from the concrete and keep walking and there is nothing except trees and the occasional glimpse of a brown squirrel or a cackling woodpecker.

But if it's too quiet for you, then a visit to the top of the Prater is necessary. Simply look for the 64 metres high ferris wheel and you can't go wrong. The wheel takes about 10 minutes to turn full circle and the views from the attached cabins certainly enable the visitor to view the city from

a new, albeit giddy, angle. The wheel pauses regularly, allowing time to identify the landmarks and to enjoy the views over the surrounding cobble, tram-scuttling streets and the trees' umbrella tops.

There are photo-guides inside the cabins which allow one to pick out all the major Viennese buildings. For example, the nearby spire of St Othmar-kirche. Easily identified too, is the tower of the cathedral with its jazzi carved roof, and northern tower which houses the Pommerin bell, at 21 tons, the biggest in Austria. There are other churches too: the Leopoldskirche, the Rochuskirche, the Carmelite and the red-roofed Francis of Assisi.

The big wheel is famous as the co-star with Joseph Cotton and Orson Welles in *The Third Man* and still from the film can be inspected near the pay booth. There are also prints showing a forlorn wheel surrounded by the dereliction of World War II when it was burnt and badly damaged.

Like the medieval wheel of fortune, one cannot remain at the top forever; the wheel turns inexorably, inevitably. And as one's fortunes fluctuate, so does the view. As I descended, the spires and the towers, that heady feeling of being among the objects

raised in celebration of God, dipped the tall, handsome Viennese buildings to be replaced by an evil, grinning pirate face: one-eyed, knife in mouth, a cardboard ogre. All the fun of the fair.

Up there, the trees and their leafy canopy hide the gaudiness which marks this end of the Prater, which is a permanent fairground. Down here on earth is a variety of brown, noisy, exciting activities: dodgem cars in a hall of flashing neon, stomach-turning, girl-screaming, big dippers, puppet theatres, merry-go-rounds, ghost trains and crazy golf. Here too are clowns, acrobats, pin-ball wizards, burs and restaurants. The whole area is enlivened and charged by never-failing flashing lights and blaring pop-music. There are ice cream stalls, vast colourful caterpillars to climb through and plastic elephants to climb over, and as much noise as you want.

It all depends on what you are looking for, but music, art and high culture are confined to the serious side of Vienna: the concrete side, the trapped-in-the-city side. The Prater offers a breather where you can live it up or down. It might be hackneyed to say it has something for everyone, but that may well be the truth. Give it a try.

Hopper's guide

The French Channel Ports: A Visitor's Guide, By David Wickers and Charlotte Atkins, Paperback, £4.95.

Whether you choose your channel crossing for a pre-Christmas shopping spree, a short-break in Normandy, or for the quickest route to the south, David Wickers and Charlotte Atkins' practical guide to the nine ports is packed with ideas.

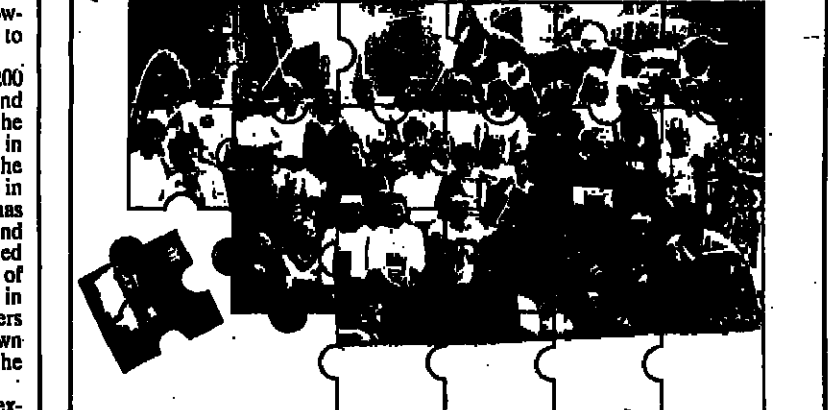
Day trippers don't have much time to spare. The authors direct them from ferry or hovercraft straight to the best

patisseries, fromageries and places to stock up on wine. There are plenty of suggestions for the most important decision of the day – where to have lunch; that is, if there's a moment left between the market and hypermarket and a quick look at the cathedral and castle.

Those who have more time are guided to some of the attractions of the countryside surrounding the ports. The Calvados region near Caen, Cap la Hague, near Cherbourg, pretty Normandy fishing villages in reach of Dieppe, and the Breton resorts of Dinan and Dinard near St Malo are just a few of the reasons for staying longer. I can't help envying the authors' their thorough researches of places to stay. They range from simple, family-run auberges, to 3-star hotels, and like the rest of the guide – cater for all tastes and budgets.

Mary Cruickshank

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EXTRA

France: a great deal to offer the walker

Beginners and bionics

DAVID WICKERS

When it comes to space, France has a great deal to offer the walker. It is twice the size of Britain and yet filled with roughly half the number of people. Although it is the French who coined the phrase *une journée de sentier*, *huit jours de santé* (one day on the trail makes for eight healthy days) they don't all, fortunately, practise what they preach. Except in the month of August, France's peak holiday time, the national network of footpaths remains relatively unexplored. There's a simple scope for both beginners and bionics here: the diversity of scenery is so enormous. Walking in France also means not only the delight of its landscapes but more sunshine, better food and wine and generally lower prices than you'll find on this side of the Channel. After a few days' trail tramping it is remarkably easy to justify a hefty intake of such culinary treats.

The country's star trails are the *Sentiers de la Grande Randonné*, a magnificent 30,000 kilometre network of rural footpaths that infiltrate even the most remote areas of the country. They lead walkers through scenery that will suit all moods and physical abilities, from the demanding GR5 from Lake Geneva, across the Alps to the Mediterranean, or the similarly tough GR10 traverse of the peaky Pyrenees, to the gentler gradients of the GR3 along the valley of the Loire from source to sea. There are other non-strenuous hikes such as the route through the forests of Burgundy or along the rugged, naturally sculpted coastline of Brittany. Some routes are circular, some linear and all are extremely beautiful.

A walking holiday in France is not complicated to plan. All the GR footpaths are numbered, and well marked, with distinctive red and white flashes on trees, telegraph poles, rock faces, walls, gateposts and the like. In some cases there is a shift in direction or point of ambiguity. Each route is also fully described in one of the series of a hundred plain, To go guides. Although written in French, the text isn't hard to translate with the combination of school French and a small dictionary. They also contain detailed (though not too well reproduced) topographical maps with the footpaths marked on a 1:25,000 scale map, plus notes on shops, campsites, accommodation, etc. The series of 1:25,000 scale maps produced by IGN (see below) are a general map of France, before choosing an area to walk. (There's a small free one showing all the GRs available from the French Government Tourist Office). A map that shows the overall physical characteristics of the regions is important so that you don't opt for a terrain that turns out to be too demanding for your level of fitness. If your everyday life is sedentary, and you're past the first flush of youth, the choice of a mountainous region would

Put along the GR65 to the Spanish frontier. Walkers with limited time can take advantage of waymarked feeder paths to the main GR routes, so that a circular route can be tailored to the length of the holiday. Or, alternatively, one can stay at one centre and make daily forays along the local paths. There are supposedly three times as many of the smaller *sentiers du pays* as GR routes; just ask for details at the local Syndicat d'Initiative or tourist office.

If you want to explore the remotest parts of the country, the *arrivées* pay, you will need to backpack, carrying tent, sleeping bag and pad, cooking stove, food and other self-sufficient necessities. But, throughout rural France, it is fairly easy to find inexpensive accommodation in small towns

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your journey takes you via Paris by bus at the IGN Map Shop (the equivalent of our Ordnance Survey) at 101 Rue de Boile, just off the Champs Elysées, for general information on the region of France contact the French Government Tourist Office, 178 Piccadilly, London W1V 0AL (01-499 6911).

David Wickers (with Rob Hunter) is the author of 'Classic Walks in France' (Oxford Illustrated Press).



Koupio market square

Simple Intensity

continued

bright and elegant, representing the best of modern Finnish architecture. Like almost everything in the country, it is spotless.

An ever younger university accepted its first students in scientific and medical faculties 13 years ago with every intention of integrating with the host city. This year a new concert hall opens to house the city's resident orchestra.

Local cultural heroes are fêted. Minna Canth, a 19th-century playwright now subject to American feminist interest and Julio Rissanen, realist water-colourist who had an impoverished childhood on the outskirts of the town before making his name in the Paris World War exhibition of 1900. Later Rissanen became absorbed with European experimental painting but in the process he lost something of his strong, simple intensity.

The annual festive highlight in Koupio, its dance and music festival, takes place on the longest day of the year, when the market square becomes a mass of bobbing, pirouetting and gyrating colour as companies from all over the world compete in folk, classical and modern ballet.

Trips to Lapland and Leningrad are consistent tourist attractions whilst local enterprise provides boat trips on Kallavesi and "shooting the rapids" on the Vaikko.

Ten people, complete with life-jackets, to a traditional banana-shaped wooden boat, are punted between giant boulders in the river bed. If not actually dangerous, it is an enjoyable adventure to slip through tantalizingly beautiful stretches of river as the light, filtered, through trees, throws reflections of birth and conifer.

In mid-summer the sun never sets, bonfire and picnic are held in twilight. And as the waters withdraw into a quietness of their own, a fish pops, a leaf stirs, the smell of wood smoke rises. This is the real Finland.

Classics

Classic Walks in Great Britain. By Bill Birkin. Oxford Illustrated Press £14.95. 0 196609 32-2.

The Great Bicycle Adventure. By Nicholas Crane. Oxford Illustrated Press £9.95. 0 196609 34-9

By coincidence, only a few feet separate the cover photographs of each book - high on Snowdon's Crib Goch ridge. This is however the only link between them, each the latest in its series, "Classic Walks" and "Great Adventures".

Bill Birkin, on his own admission a climber rather than a walker, has obviously spent some frantic and absorbing months fulfilling a publisher's brief to present a varied selection of walks in Britain. The 31 walks range from the Saxon Way in Kent to the North West Wilderness of Scotland, and are lavishly illustrated. A complete database of maps, local information, services and route descriptions precede each essay. As a

Bob Lancaster



LA DOROGUE

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Walkers with limited time can take advantage of waymarked feeder paths to the main GR routes, so that a circular route can be tailored to the length of the holiday. Or, alternatively, one can stay at one centre and make daily forays along the local paths. There are supposedly three times as many of the smaller *sentiers du pays* as GR routes; just ask for details at the local Syndicat d'Initiative or tourist office.

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David Wickers (with Rob Hunter) is the author of 'Classic Walks in France' (Oxford Illustrated Press).

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HEREFORD AND WORCESTER COUNTY COUNCIL

ST. AUGUSTINE'S R.C. HIGH SCHOOL, STONEFORD, HUNT END, REDDIT, WORESTER

Main scale plus incentive allowance

Second in the Mathematics Department

Required for January 1988

A well qualified teacher of Mathematics to join progressive department and teach across the age and ability range. Sixth Form teaching available. Post is currently at Scale 2 and under the new arrangements will be fixed at a suitably appropriate point on the new basic scale.

Application forms and further details from Headmaster returnable by 22 September, 1987.

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RE-ADVERTISE
ALL HALLS R.C. (S.A.)
SCHOOL
Weymouth Road, Farnham,
Surrey GU9 9HF
Mixed Comprehensive 11-18
N.O.R. 1,000
Required for January 1981
Degree of Science (RSC)
Basic Scale P & Allowance
£3,000 Graduate Science
teacher, with managerial
skills.
Closing date 25th September
1981
We pursue a policy of equal
opportunities.
Applications (hardcopies)
from people with disabilities
will be considered.
Letter of application must
be sent two referees to H
Head Teacher with a.c.v. &
details. (16156) 1548

by Lane, Leicester LE4 0FE.

opened January 1986 an experienced teacher, Countesshorpe, has a range of interesting activities. There is particularly within a modular curriculum.

Countesshorpe Road, Countesshorpe, Laken.

Immediately until August 1986, a qualified provision for young people both within The post involves a teaching

Close, Off Mere Road, Leicester

ing junior school inner urban area 240 pupils.

is available from the Director of Leicester LE3 GRA (A.S.G.) to be member 1987.

SCHOOL AND COMMUNITY CENTRE

ly amalgamated Inner City School with

7.

RY SCHOOL, Coventry Road, RQ2, NR0 207.

led and experienced practicing C.R.E. to be responsible for Science an ability to take boys' games would be

A. (Aided) PRIMARY SCHOOL, for: NR0 82.

tic Catholic teacher who can offer school initially to take top infants or

avelling, Leicester LE3 3HS.

with severe learning difficulties. are.

tasks and job descriptions

County Hall, Glenfield, Leicester LE3

ications should be returned by 21st

Applications are welcome from people in religious or clerical status or possibly as a priest, deacon, or as a qualified teacher by strongly recommending a R.C.D.O.

**MARY SCHOOL, Coventry Road,
16 9QQ. NOR 207.**

Qualified and experienced practicing
N.T.C.R.E. to be responsible for Science
of. An ability to take boys' games would be
an advantage.

**P.C. (Aided) PRIMARY SCHOOL,
Coventry, NOR 62.**

Elastic Catholic teacher who can offer
his school initially to take top infants or
top juniors.

Coatville, Leicester LE3 3HS.

Apply with severe learning difficulties.
8 years.

details and job descriptions
in Coventry Hall, Stamford, Leicester LE3
Applications should be returned by 21st

**U.K. Applications are welcome from people
of all religions, races, sexual states or disability
subject to the usual requirements of the
Education Act and the Equal Opportunities
Act 1988.**



PANGBOURNE COLLEGE BERKSHIRE HMC BOYS BOARDING AND DAY APPOINTMENT OF HEAD

The Governors invite applications for the post of Head which will be vacant in September 1988 on the retirement of Mr. P. D. C. Points, the present Headmaster.

Details of the appointment are available from The Clerk to the Governors, Pangbourne College, Reading RG8 8LA. Telephone 07367 2101.

Applications must be submitted by 9th October, 1987. (02710)

DAME ALLAN'S SCHOOLS

APPOINTMENT OF PRINCIPAL

Dame Allen's Girls' School (GSA) and Dame Allen's Boys' School (HMC) are two separate Independent Secondary Day Schools in Newcastle upon Tyne. There are approximately 440 pupils in each school, 880 in total.

The present Headmistress and Headmaster will both retire in July 1988 and the Governors are seeking to appoint Principal for both Schools.

The Governors intend to combine education at 6th Form level (only) within the next two or three years. The Principal will be expected to plan and implement this change.

A salary substantially above scale rates will be offered.

Details from end applications in writing to:
A.G. Mitchell, Clerk to the Governors,
Dame Allen's Schools, Fowberry Crescent,
Newcastle upon Tyne,
NE4 9YJ.

Closing date: 25th September 1987. (17478)

ELLERSLIE MALVERN

Applications are invited by 16 October 1987 for the post of

HEAD OF ELLERSLIE

(220 girl boarders and 30 day boarders)
to succeed Miss Pamela Binyon who retires in April or August 1988.

Further particulars from the Secretary to the Ellerslie School Trust:

Mr. J. C. Lees
Neville Russell Chartered Accountants
Britannia House,
50 Great Charles Street,
Birmingham B3 2LY. (0308)

BETHANY SCHOOL, GOUDHURST, KENT

APPOINTMENT OF HEAD

The Governors of Bethany School invite applications for the post of HEAD from September 1st 1988 on the retirement of Christian Lanzer.

The school is a boarding community of 280 boys, aged 11-18. The present Headmaster is a member of SHMIS.

Full details and application form from the Chairman of Governors, Richard Pengelly, 41 High Street, Tenterden, Kent TN30 6BJ.

Closing date for applications:
September 28th. (17488)

Independent Schools

Headships

QUERNSEY ELIZABETH COLLEGE

The Directors invite applications for the post of Principal which becomes vacant as a result of the retirement of the present Headmaster on 31st August 1988 after 17 years' service.

Full details of the school appear in the Independent Schools Year Book of 1987.

Candidates should be graduates of a recognised university and should be communicant members of the Church of England.

Particulars of the appointment and application forms may be obtained from the Bursar at Elizabeth College, Quernsey, Guernsey. When completing their application forms candidates will be required to provide the names of two referees.

A short-list will be drawn up during the week commencing 14 November 1987 and later views will take place during the week commencing 22nd November 1987.

Completed application forms need to be submitted as well as received by the Bursar by 8th October 1987. (15006) 150010

By Subject Classification

Art and Design

Other Assistants

HAMPSHIRE

PORTSMOUTH GRAMMAR SCHOOL

HMC Independent Day School with co-educational Sixth Form

Required immediately a qualified ART TEACHER able to teach to GCSE and A-level. The post would be the first instance be temporary for one term.

Apply in writing, with full C.V. and names and addresses of two referees, to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN. (30447) 181224

LONDON EC4

CITY OF LONDON SCHOOL

HMC 800 day boys 10-18

A part-time PRINTMAKING is required for January 1988 to teach printmaking throughout the school. Experience essential. 5/70th the teaching timetable.

Salary substantially above scale rates. The School moved in summer 1986 to magnificent newly-built premises. The Art Department has excellent studios overlooking the Thames.

Applications, accompanied by a full curriculum vitae and names, addresses and telephone numbers of two referees, should be sent to the Headmaster, City of London School, Queen Victoria Street, London EC4A 3DF. (01-489 0891), from whom further details may be obtained. (15921) 181224

LONDON NW11

MEMORIAL GRAMMAR SCHOOL FOR BOYS

Requires from January 1988, a teacher of Special Needs able to teach effectively in class groups, withdrawal and support with pupils who have learning difficulties.

Apply in writing with C.V. and two referees. (11787) 181024

WISBECH GRAMMAR SCHOOL Appointment of Head

Applications are invited for the beginning of the Summer Term 1988, or as soon as possible thereafter, for the post of Head of this Recognised Independent School which was founded in 1378.

The Governors are seeking a highly qualified teacher, who is already holding a very senior post in education. Wide experience and proven administrative and management ability are essential.

The School is a co-educational day school with 500 pupils aged 11 to 18 years. It has a successful reputation for scholarship and excellence, with many students proceeding to degree or equivalent courses.

Remuneration will be in excess of Scale 14, and Government superannuation is applicable. The post will demand much energy, business acumen and administrative skills in leading the School through a period of building development and expansion.

Application forms and further details may be obtained from the Clerk to the Governors, Wisbech Grammar School, 47 North Brink, Wisbech, PE13 1JX (telephone 0845-583831). (0367)

SHREWSBURY SCHOOL

APPOINTMENT OF HEAD

Applications are invited for the Headship of Shrewsbury School, which will become vacant on the appointment of Mr. S.J.B. Langdale to a post in the Bank Foundation. The new head will be required to take office in September 1988 or as soon as possible thereafter. Particulars of the appointment can be obtained from the Clerk to the Governing Body, The Allington Hall, The Schools, Shrewsbury, to whom applications together with the names of not more than three referees should be sent by 30th September 1987. (03021)

LONDON SE22

JAMES ALLEN'S GIRLS' SCHOOL

East Dulwich Grove SE22

Part time Art teacher - Sculptor preferred. Urgently required for flourishing art dept. Hours Monday 9.15 - 3.45, Tuesday 11.15 - 3.45, Thursday 12.00 - 3.45. Salary - to be negotiated. (15054) 181224

LONDON SW1

MORE HOUSE SCHOOL

22-24 Port Street, London SW1X 0AA

Catholic Independent GINA school, 250 girls 11-18

ART - PART-TIME POST Required as soon as possible, experienced graduate to teach drawing and painting throughout the school. Thursday and Friday only. New Government allowance with Inner London Allowance.

Applications in writing with telephone numbers of two referees together with C.V. and two referees, telephone numbers of two referees. (11751) 181224

WEST SUSSEX

SILINDON COLLEGE near Arundel

APPOINTMENT OF HEAD

Applications are invited for this post effective from Summer Term 1988.

The school caters for some 180 boys aged from 11 to 18 years, most of whom are boarding. The school provides a caring environment to enhance all aspects of a boy's development. It has an established tradition of discipline with specific learning difficulties. A person sympathetic to the ethos of the school is sought.

The salary is appropriate for the grouping of the school (now Group 4 but under revision), enhanced by two groups in recognition of the extra responsibility for the boarding element, together with certain allowances.

Accommodation is not at present available. Applications should be sent to the Headmaster, Silindon College, East Pallant, Chichester, West Sussex PO18 1TS (telephone 0243-788111), from whom further particulars may be obtained. (Closing date 26th September.) (041)

CHANNING SCHOOL

Highgate London N6

Deputy Head

Applications are invited from suitably qualified persons to take up the post of Deputy Head of the Channing School from January 1988 to succeed Mrs J. Merrit who has been appointed to the Headship of Heathfield School, Pinner.

Channing is an Independent girls' day school (Group 7) with 425 girls between 5 and 18 years and is a member of GSA.

Closing date: Thursday 17th September 1987

Please apply by letter to the Headmistress enclosing curriculum vitae and the names and addresses of two referees. (09)

PORTSMOUTH GRAMMAR SCHOOL

HMC Independent Day School with co-educational Sixth Form

DIRECTOR OF ART

Required for January 1988, or sooner if possible, a highly qualified DIRECTOR OF ART able to lead a remarkably successful department and to teach Art to GCSE and A-level. The department has a strong record of pupils entering art colleges and universities. An interest in the wider aspects of the School's extra-curricular life would be an advantage.

National scales plus PGS Allowances.

Apply in writing, with full C.V. and names and addresses of three referees, to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN. (03021)

SHREWSBURY SCHOOL

HMC Independent Day School with co-educational Sixth Form

DIRECTOR OF ART

Required for January 1988, or sooner if possible, a highly qualified DIRECTOR OF ART able to lead a remarkably successful department and to teach Art to GCSE and A-level. The department has a strong record of pupils entering art colleges and universities. An interest in the wider aspects of the School's extra-curricular life would be an advantage.

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National scales plus PGS Allowances.

Apply in writing, with full C.V. and names and addresses of three referees, to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN. (03021)

Careers

Heads of Department

BEDFORD

THE JAMES ALICE HARRIS SCHOOL

Cardington Road, Bedford MK43 8SG

1000 girls (7-18), 180 in Sixth Form

Required in January 1988, a graduate with experience in teaching, to take responsibility for the careers department. A single person able to assist in a variety of ways.

Apply in writing, with full C.V. and names, addresses and telephone numbers of two referees, to the Headmaster, James Alice Harris School, Cardington Road, Bedford MK43 8SG. (16913) 182424

WILTSHIRE

HEAD OF COMPUTING WARMISTON SCHOOL

(H.M.S. Co-educational Day and Boarding, 440 pupils)

A young graduate is required to run the Computer Science department. A single person able to assist in a variety of ways.

Apply in writing, with full C.V. and names, addresses and telephone numbers of two referees, to the Headmaster, Warmiston School, Warminster, Wilt. BA13 9JL. (0985) 213058 (11773) 182018

NOTTINGHAMSHIRE

TRENT COLLEGE

Long Eaton, Nottingham (H.M.C. 610 pupils 11-18 of whom are boarders, 250 in educational VI Form)

Required for January 1988 (or April/May if necessary) an enthusiastic graduate to join a lively and successful English Department and to teach the subject throughout the school.

This post would be suitable for a first or second appointment. Willingness to contribute to games and/or extra-curricular activities essential. Turnover plus. Applications with names of two referees to the Headmaster. (16098) 182424

BERKSHIRE

BRIGIDINE CONVENT SCHOOL

Independent Girls' School (11-18 years)

Required for AUTUMN TERM.

PART TIME EXPERIENCED TEACHER OF BUSINESS STUDIES, TYPING AND OFFICE PRACTICE. Approx. 10 periods per week. Fitman examinations taken to advanced level.

Salary according to nationally agreed scales. Please apply as soon as possible with C.V. and names and addresses of two referees to the Headmistress. (15101) 182224

THE NETHERLANDS

THE BRITISH SCHOOL IN THE NETHERLANDS

888. Advertisement on page 100, (0041) 182424

RUGBY SCHOOL

A well-qualified HISTORIAN is required for January 1988 to teach mainly in the 6th Form. This is a temporary appointment for two terms but it could become permanent in September 1988.

Rugby School has a large and successful History Department. An ability to help with extra-curricular activities and to play a full part in the life of the school would be valued.

Applications with curriculum vitae and the names and addresses of two referees should be sent to the Headmaster, Rugby School, Warwick, CV21 3JX. (01926) 182424

SURREY

KINGSTON GRAMMAR SCHOOL

HMC Independent Day School 380 Boys and Girls 10-18

Required for January 1988 a graduate with experience in teaching history throughout the school. A single person able to assist in a variety of ways.

Apply in writing with C.V. and names and addresses of two referees to the Headmaster, Kingston Grammar School, Kingston upon Thames, Surrey TW20 7JY. From whom further details of the post can be obtained. (15055) 182424

ST. BEDE'S COLLEGE

ALEXANDRA PARK MANCHESTER M16 8HX TEL: 061-226 3323

English

From January 1988, a good honours graduate is required to teach up to O level level in this Catholic, Independent, Co-educational Grammar School which has 880 on roll including 280 in the Sixth Form.

Salary: Baker according to qualifications and experience. We would be particularly pleased to hear from someone who could also coach boys' or girls' games, especially rugby or netball. Previous applicants for this post will be automatically reconsidered.

Practising Catholic preferred.

Applications including CV and the names of three referees should be addressed to the Headmaster from whom further details about the post and the College may be obtained.

Closing date: 23 September 1987. (02684)

INDEPENDENT EDUCATION

Computer Studies

Heads of Department

WILTSHIRE

HEAD OF COMPUTING WARMISTON SCHOOL

(H.M.S. Co-educational Day and Boarding, 440 pupils)

A young graduate is required to run the Computer Science department. A single person able to assist in a variety of ways.

Apply in writing, with full C.V. and names, addresses and telephone numbers of two referees, to the Headmaster, Warmiston School, Warminster, Wilt. BA13 9JL. (0985) 213058 (11773) 182018

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Practising Catholic preferred.

Applications including CV and the names of three referees should be addressed to the Headmaster from whom further details about the post and the College may be obtained.

Closing date: 23 September 1987. (02684)

English

Other Assistants

HERTFORDSHIRE

BERKHAMSTED SCHOOL FOR GIRLS

Kings Road, Berkhamsted, Herts. HP4 5SG

A full-time senior post in the English Department will become vacant in January, 1988. Applicants should be experienced, graduate teachers with the ability to teach up to A level and Oxbridge entrance. They should be willing to take responsibility for the new Berkhamsted Sixth and be negotiable.

Please apply in writing, with full C.V. and names, addresses and telephone numbers of two referees, to the Headmaster, Berkhamsted School for Girls, Kings Road, Berkhamsted, Herts. HP4 5SG. (16913) 182424

MIDDLESEX

THE LADY KLEANOK HOLLES SCHOOL

Henricourt, Hampton, Middlesex

Required in January 1988 to join a lively flourishing department of four, a well qualified teacher with the ability to teach PHYSICAL GEOGRAPHY and GEOLOGY. Strong Advanced level and Cambridge groups. An enthusiastic approach to fieldwork is essential. Salary above Baker.

Apply to the Head Mistress, with curriculum vitae and names of two referees. (11748) 182524

History

Other Assistants

ilea Working in Education

HACKNEY COLLEGE
DEPARTMENT OF BUILDING

Head of Department

(GRADE VI)

£20,853-£22,854 inc.

The Department of Building is a constituent part of the Faculty of the Built Environment and offers a wide range of courses in Construction subjects including Building Crafts, Technician Studies and courses leading to professional qualifications.

The College is seeking to appoint a well-qualified and innovative person with management and leadership skills, and a thorough understanding of the construction industry and its training needs at Craft and Technician level. It is anticipated that the person appointed will be the Chair of the Faculty of the Built Environment and a member of the College's senior management team contributing to the formation of management policy for the whole College.

Application forms and further particulars may be obtained from Mrs A. Yarrow, Hackney College, Kellan House, 89-115 Mare Street, London E8 4RG (Tel: 01-855 8464 Ext. 294), to whom they should be returned within 14 days of the appearance of this advertisement. Please quote ref: BG01.

Inner London
Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

**Oxfordshire
County Council**

AN EQUAL OPPORTUNITY EMPLOYER

RYCOTEWOOD COLLEGE

An Equal Opportunity Employer

Priest End, Thame, OX9 2JL

Department of Fine Craftsmanship & Design

HEAD OF DEPARTMENT

(GRADE II)

Salary: £14,136-£15,933 (Pay Award pending)

This Department at Rycotewood has developed over the past fifteen years an enviable National and International reputation for the education of top quality designers/makers of fine hand made furniture and similar products. The successful applicant will be expected to build on this basis and develop the Department's sphere of activity to ensure that it will be relevant to the needs of the profession during the 1990's and beyond. The position will require a creative person with good intellectual, managerial and organising skills to lead a highly specialised team of staff and groups of committed students.

For further particulars and application forms apply within two weeks of this notice to the Registrar, at the College. Tel: Thame (084421) 2501.

(03872)

DORSET COUNTY COUNCIL
IN ASSOCIATION WITH THE
HOME OFFICE PRISON DEPARTMENT

Applications are invited for the post of:-

EDUCATION OFFICER

at
HM Youth Custody Centre, Portland
from 1 January 1988.

Candidates for this senior post should have teaching and management experience within the education service.

Salary scale: HOD Grade III -
£16,488-£17,263

Further details and application forms (returnable by 25 September) may be obtained (SAE please) from The Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

(03878)

**DORSET
County Council**

**COLLEGES OF FURTHER
& TERTIARY
EDUCATION**
continued

Heads of Department

**AVON COUNTY
TWO CO-ORDINATOR**
(Head Teacher Group 1)
Please see display advertisement on page 106.
(151007) 220018

**CHESHIRE
COUNTY COUNCIL
HALTON COLLEGE OF
FURTHER EDUCATION**

**HEAD OF DEPARTMENT -
GRADE II**

**BUSINESS & GENERAL
EDUCATION**
Due to the recent appointment of the previous Head to a Vice Principalship a vacancy exists for a person to manage this lively and varied Department. Appointment from 1st January 1988, or earlier if possible.

Other posts available from 1st January 1988:

**DEPARTMENT OF
BUSINESS & GENERAL
EDUCATION**

L11 - Business Studies -
Information Technology

L12 - Curriculum Development

**DEPARTMENT OF
CATERING**

HAIRDRESSING & ARTS

L1 - Hairdressing

**DEPARTMENT OF
CONSTRUCTION STUDIES**

PL - Engineering

SL - Mechanical Engineering

SL - Section Leader for
Construction, Welding,
Pipework, Courses

**DEPARTMENT OF PRE-
VOCATIONAL &
COMMUNICATION
STUDIES**

SL - Communication Studies

**DEPARTMENT OF
SCIENCE**

LI - Mathematics

**CROSS-COLLEGE
APPOINTMENT**

SL - Staff Development
Officer

Closing date: First post
25.9.87

Application forms and
further particulars from:
The Principal, Secretary,
Halton College, Widdow,
Cheshire, WA9 7QD
(Please), (30498) 220018

Salary: £14,136-£15,933 (Pay Award pending)

For further particulars and application forms apply within two weeks of this notice to the Registrar, at the College. Tel: Thame (084421) 2501.

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**NORTHAMPTON
NORTHAMPTON COLLEGE
OF FURTHER EDUCATION
DEPARTMENT OF
TECHNICAL STUDIES
AT H.M. YOUTH CUSTODY
CENTRE, ONLY**
Applications are invited from those who feel they can make an important contribution to the further development of the most progressive and successful Youth Custody Centre Education Department.
Grade: Burnham (E2) Lecturer II scale.
Application form and further details available from: Mr. R. Bedford, P. 26 (E2) Principal, Northampton College of Further Education, 25th September 1987. Tel: (0604) 403232. Fax: (0604) 403232. Closing date: 25th September 1987. (151007) 220018

Other Appointments

**AVON COUNTY
EDUCATION SERVICE
BUSINESS & GENERAL
EDUCATION**
DEPARTMENT OF
TECHNICAL STUDIES
L11 - Business Studies -
Information Technology
L12 - Curriculum Development
L13 - Staff Development
Officer
L14 - Hairdressing
L15 - Section Leader for
Construction, Welding,
Pipework, Courses
L16 - Mechanical Engineering
L17 - Section Leader for
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Fellowships, Studentships and Research Awards

LONDON

Inner London Education Authority
ROBERT BLAIR FELLOWSHIP IN APPLIED SCIENCE AND TECHNOLOGY

One award, value up to £5,000, will be offered for 1988 for one year of advanced study or research abroad in Applied Science and Technology. Candidates must be at least 21 years of age.

Further particulars and application forms available from The Education Officer (P8/PHE/77), Room 735, 881 Tottenham Court Road, London W1P 0LP.

Application forms should be returned to the above address by Friday, 2 October 1987, 1501367, 300000.

WARWICKSHIRE

UNIVERSITY OF WARWICK
 (Centre for Educational Development, Appraisal and Research)

RESEARCH FELLOW

Applications are invited for a Research Fellow to work on a project that is concerned with the effects of the assessment of course work on students' learning. The project is based on a curriculum-based study of the effects of assessment on students' learning. The project will be for two years, commencing January 1988.

Applicants should have a background in either educational studies or the social sciences and experience of research.

Salary on the Research Fellow scale: £9,305 - £14,855 p.a.

Further particulars and application forms from: The Registrar, University of Warwick, Coventry CV4 7AL (0203 534627) quoting Ref. No: 5/8A/87 (please send application on separate sheet). Closing date: 2 October 1987.

AN EQUAL OPPORTUNITY EMPLOYER. 300000 (11748)

CAMBRIDGESHIRE

CORPUS CHRISTI COLLEGE
 Cambridge CB2 3RU
 Tel: 0223-338000
SCHOOL/TEACHER FELLOW COMMONER

Corpus Christi College, Cambridge, proposes to elect two Fellow Commoners, each for one term in the academic year 1988/89. He or she will enjoy the privileges of a Fellow (including free rooms and meals) and will receive an additional payment of £150. It is hoped that the Fellow Commoner will use the term for writing a book or for study.

Applications are invited from those teaching in Sixth Form Colleges, Comprehensive, Grammar, and Independent Secondary schools. Application forms may be obtained from Miss Gaskell, the college secretary, and should be completed and returned to the Registrar by 28 November 1987. 300000 (15040)

Further details are available from the Principal, Corpus Christi College, 100 Brook Road, Winchester SO9 4NR. Tel: (0952) 62881. Ext. 280. Closing date for applications: 25 September 1987. 340026 (030631)

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WINCHESTER

KING ALFRED'S COLLEGE
 Winchester
 PRINCIPAL LECTURER IN SPECIAL NEEDS AND HABILITATION STUDIES

Required from 1 January 1988 as soon as possible thereafter.

Applications are invited for the above post from suitably qualified and experienced professional workers in the education, social or health service. Previous teaching experience in higher education is desirable. Recent research experience and a proven record of achievement is essential.

The person appointed will have a particular responsibility for directing the Master's Degree in Special Education Needs, which is a three year part-time interdisciplinary course. The successful applicant will also be actively involved in the development and management of new courses in initiatives for health and social care in the supervision of research students registered for higher degrees.

Further details are available from the Principal, King Alfred's College, 100 Brook Road, Winchester SO9 4NR. Tel: (0952) 62881. Ext. 280. Closing date for applications: 25 September 1987. 340026 (030631)

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CPVE Senior Development Officer

CPVE UNIT
Re-advertisement - Previous applicants need not re-apply

Following promotion of the current post-holder within City and Guilds, a vacancy exists for a Senior Development Officer within the CPVE Unit.

This is a challenging post for teachers or administrators/co-ordinators with a commitment to Pre-Vocational and Vocational Education and enthusiasm for new teaching/learning styles and new forms of assessment and certification.

The successful applicant will be required to provide professional advice on the development of CPVE and its place within the 14-18 continuum.

Candidates should have demonstrated ability in the field of pre-vocational education and preferably first-hand experience of teaching/co-ordinating CPVE. The ability to communicate effectively and to lead a small team is essential.

The post is based in London and a fair amount of travelling is involved.

A two-year secondment from an existing post is preferred.

Salary: negotiable up to £17,500 depending on age and experience.

Curriculum vitae should be submitted to: Personnel Officer, City and Guilds of London Institute, 76 Portland Place, LONDON W1N 4AA. Tel: 01-580 3050.

By 25th September. Interviews will take place during the week beginning 5th October and the successful applicant will be required to take up their appointment no later than 4th January 1988.

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Education Department
Post 16 Division

(Community Education Service)

Applications are invited from suitably qualified and experienced persons for the post of Community Education Officer based at Kewgrave High School near Ipswich, to work as a member of the Ipswich and Felstead Community Education Team.

This post demands a high degree of commitment and flexibility and offers an exciting career challenge.

The appointment will be subject to the JNC Conditions of Service and pay: the salary will be JNC Level 3 Point 1 currently £13,000.

Please send an application form and further details to: County Education Officer (ref MK), Education Department, St Andrews House, Grimwade Street, Ipswich IP4 1J.

Completed application forms to be returned by 25 September 1987.

Suffolk County Council

AREA YOUTH WORKER

Boston North £10,200 — £13,400 p.a.

Experienced youth workers are invited to apply for the above mentioned post, based at Boston Youth Centre, Witham Place, Boston.

Duties will involve professional support to voluntary youth groups in the area as well as the management of the base centre. The person appointed will join a county team of 23 full time Area Youth Workers.

JNC Conditions and salary range level 2, points 3—11 £10,200 £13,400. Removal and relocation expenses will be paid in approved circumstances.

Application forms and further particulars are available from the Director of Education (FE/EN) Education Department, County Offices, Newland, Lincoln, LN1 1YQ. Closing date 25th September 1987.

Lincolnshire County Council

EDUCATION DEPARTMENT
YOUTH SERVICEHENRY BROWN YOUTH CENTRE, CUNNINGHAM
CRESCENT, BOURNEMOUTHAPPOINTMENT OF:
DEPUTY PRINCIPAL YOUTH LEADER
JNC Level 21 £10,200 — 13,400

Applications are invited from qualified, enthusiastic and experienced persons for this exciting and demanding post based in purpose built premises on a large post-war housing estate.

The person appointed will work within a team comprising three full-time youth leaders up to ten part-timers, residential care, part-time secretary and volunteer.

In-service training opportunities and personal support is provided and assistance with removal/relocation expenses will be available in approved cases.

For informal discussion please telephone Bernard Dowling on Bournemouth (0202) 201163.

Further details and application forms from the Area Youth Officer, Education Department, Portman House, Richmond Hill, Bournemouth BH2 6ER.

Closing date 28th September, 1987.



YOUTH WORKER — BOARD OF EDUCATION

Applications are invited from persons who possess a qualification recognised by the Joint Negotiating Committee for Youth and Community Workers for the Level 2 post of Youth Worker on the staff of the Board of Education. The post is permanent and pensionable on a non-contributory basis (save for a contribution of 1/4% towards family benefits) and has a present salary of £9,352—£12,408 per annum. Starting salary will be dependent on qualifications and experience. A removal expenses grant of up to £1,600 is payable and the present rate of income tax in the Island is 20%.

The post will provide a stimulating challenge for a well-motivated person who will play a major role in the expansion of the Island's Youth Service. The successful applicant will have specific responsibility for the Douglas Youth Centre and for the training of part-time youth workers in the Eastern area of the Island in addition to other duties. Further particulars of the Island's Youth Service and a detailed job specification are available. For an informal discussion about the post, contact the Youth and Community Officer (Tel: 0624 26262, Ext. 2126).

Application forms and further details of the terms and conditions of service are available from the Secretary, Civil Service Commission, Personnel Office, Central Government Offices, Douglas (Tel: 0624 26262, Ext. 2855) to whom applications should be forwarded on or before 1 October 1987.



YOUTH & COMMUNITY

continued

BRISTOL

YOUTH OFFICER

Required in January 1988 or as soon as possible. The successful Youth Officer based in Swindon, experienced Christian, is to be involved in training and to assist in the development of work with young people. The post is full-time, permanent, and offers a high degree of commitment and flexibility. The salary will be JNC Level 2, points 3—11, currently £10,200—£13,400 p.a.

For further details and application forms, please contact the Director of Education, 23 Great George Street, Bristol, BS1 5QZ. Applications by 21st September 1987.

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COMMUNITY EDUCATION SERVICE

MANAGER

Chalvedon Youth and Sports Centre

An energetic and experienced Manager is required to sustain the substantial programme of social and sporting activities undertaken at this thriving Centre, which is situated in Basildon. The main Centre plus an annexe are based on local comprehensive schools, and extensive use is made of the Independent premises and the school facilities, which include a large sports hall.

Applicants should be qualified in accordance with the J.N.C. Report for Youth Workers and Community Centre Wardens. Salary: J.N.C. for Youth Workers Range 4(c) £13,000 — £15,400 plus Outer London Fringe Allowance. An allowance of £414 per annum for a pass degree or £744 per annum for an honours degree is also payable for appropriate qualifications.

Application forms and job descriptions are available from the County Education Officer, Community Education Service, Threadneedle House, Market Road, Chelmsford (telephone Chelmsford 492211 ext. 30043). The closing date for applications is Friday 25 September 1987.



YOUTH AND COMMUNITY SERVICE

Recent expansion and developments within Gloucestershire County Youth and Community Service have produced three vacancies in urban districts of Gloucester City, Tewkesbury and Cheltenham for which suitable experienced and qualified workers, who wish to become part of a developing Service are invited to apply.

WARDEN/LEADER

Post No. C490G007

SANDYCROFT YOUTH AND COMMUNITY CENTRE

(Churchdown, Gloucestershire)

JNC Level 2 Scale 2 £9,800-£13,000 p.a.

A qualified Youth and Community Worker or a Teacher with Youth Work experience is required to undertake the challenging and rewarding task of managing and further developing this centre.

Applicants will be expected to develop and maintain a wide and varied programme of Social Education for young people, and display skill in management as well as face to face work. A close liaison with schools and other agencies will form an integral part of the post.

DETACHED YOUTH WORKERS

(TWO POSTS)

Gloucester City — Post No. C490G020

Cheltenham — Post No. C490G003

JNC Level 2 Scale 3 £10,200-£13,400 p.a.

Two new opportunities exist to promote detached work in the urban areas of both Gloucester City and Cheltenham. Qualified Youth and Community Workers and Teachers with relevant Youth Work experience are invited to apply for these demanding posts.

Applicants should be conversant with Detached Work approaches and be capable of sustaining a programme of work with groups of young people as well as initiating projects from time to time.

A current driving licence will be advantageous. Application forms and job descriptions for all three vacancies are available from:

Chief Education Officer, Personnel Division (NT2), Shire Hall, Gloucester GL1 1TR.
Tel: Gloucester 425488 (24-hour Answerphone).
For an informal discussion about these posts please phone Mr. David Stickles, Principal County Youth and Community Officer on Gloucester 425420.
Closing date: 30th September, 1987.



The County Council is an equal opportunities employer and positively welcomes applications from all sections of the community.

Senior Youth and Community Worker

£10,647-£11,907 (Pay Award Pending)

Required at Cox Green Youth and Community Centre, Highfield Lane, Muldenhead to work with the Vicar to form the professional team at Cox Green Centre, which comprises a Youth and Community Centre, Church of England church and a Youth and Community Centre, on the campus of a large comprehensive school. He/she will assist young people and adults to identify and meet their own needs and those of the community, towards a positive advancement of their social and spiritual development.

The person appointed will be responsible for the development of the Senior Youth Club, together with recruitment, training and support of voluntary workers and liaison with other professional and voluntary organisations. Applicants should have the facility to communicate, together with an aptitude for team work and experience of specific projects for young people. Comprehensive In-Service training and personal supervision. Removal expenses in approved cases.

For informal discussion, telephone John Davidson, District Youth and Community Officer on Windsor 861022.

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AN EQUAL OPPORTUNITY EMPLOYER

YOUTH & COMMUNITY

continued

HEREFORD
AND WORCESTER
COUNTY COUNCIL

YOUTH SERVICE

SPORTS DEVELOPMENT
OFFICER

A joint Youth Services/

sports Council/M.S.C. initiative for a three-year action sports project in the Hereford and Worcester area of the County requires a Sports Development Officer to coordinate activities.

Applications are invited from person with experience and qualifications in either sports recreation and development, youth sports and community work or teaching.

Salary (currently under review) J.N.C. £9,300-£10,401.

Applications to the County Youth Officer, Education Department, Castle Street, Worcester WR1 3AG. Closing date 28th September 1987. (16242) 440000

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OVERSEAS POSTS

KENYA
MOMBASA, KENYA
Experienced English Teacher required to teach in an independent school.
Applicants must be prepared to take an active part in curriculum development and extra-curricular studies.
The successful applicant will begin teaching in January 1988 or before if available.
Applications containing C.V. should be sent to Mrs K.E. Insley, 82 Avenue Road, Crith, Kent TN35 5AS. (11749) 460000

NEW ZEALAND
OTIROMANGA COLLEGE
Secondary Teachers, Mathematics to Advanced level, single supporting subjects.
For further information: Principal, Box 135, Otioromanga, New Zealand. (15049)

NORTH SPAIN
Secondary Spanish, needs T.E.F.L. teachers urgently. Send a.s.e. to Mr. Fowler, High View, Lichfield Road, Bridgford, Mid Glamorgan, Gwent, Wales. (11755) 460000

SPAIN
English Teacher needed in Spain (Zaragoza), excellent salary and conditions. Must be able to work in October.
Tel: 976 92 75 00 Mrs. Senura. (11763) 460000

SPAIN
TEFL TEACHER (Graduate) required, with R.S.A. Preparation. Good conditions. Salary Security paid.
For details and C.V. to: Academia Victoria, Gran Vía, 3, Entrada, P.O. 26002, Llorca, España, P.O. 0, Gili-Enclon, Spain. (11755) 460000

OMAN

AL NAJAH SCHOOL
Established English-medium school requires teachers of 1985 to A level for January 1988.
Single male or female graduate required with 2-3 years experience. Salary equivalent to approx £10,000 per annum plus accommodation and return air fare.
Please apply urgently with CV and names of 2 referees to Miss H. Rostrom, Gabbitas-Thring, 6-8 Sackville Street, London W1X 2BR. Tel: (01) 734 0151. (11762) 460000

SPAIN
British School in Madrid urgently needs Mathematics teacher for Top Juniors and small new Middle School - Secondary. Dynamic, energetic, keen teacher, 2 yrs. experience. Should be single, with high Geography, Athletics, Football, etc. Send C.V. photo, address, Tel. No. and time to be called. Name and address. Tel: Nos. of 2 referees. The Principal, International Primary School, 28016 Madrid, Spain. (10411) 460000

MALAWI
ST. ANDREW'S SECONDARY SCHOOL
Applications are invited from suitably qualified teachers for the following posts:
HEAD OF ENGLISH
ASSISTANT TEACHERS OF:
ART, ENGLISH, Science, Mathematics, History, Geography, Music, P.E., and a multi-national, multi-racial, co-educational school of 600 pupils (200 boys) with A level examinations.
All posts include subsidised accommodation, full board, free passage, children's education, generous 50% gratuity, 14% year contract and end of contract level pay.
Malawi is a scenic, friendly and beautiful country with a healthy climate. For full details, including full CV, contact telephone number, send 2 referees to: St. Andrew's, P.O. Box 29, Limbe, Malawi, from whom full details may be obtained. Closing date 1st October. (10417) 460000

OMAN
We are recruiting a further teacher to join a group of Centre colleagues teaching EFL in government secondary schools in the Sultanate of Oman.
An excellent tax free salary and benefits are offered and the contract will run until 31 August 1989.
Candidates (male and female) should have a minimum 3 years' TEFL experience, a current driving licence and should be free to join the project in October.
For further details, contact: The Centre for British Teachers, Quality House, Quality Court, Quality Lane, London WC2A 1HP. Tel: 01-242 2882. (11761) 460000

TURKEY
TEFL posts, experience preferred, not essential. Salary, accommodation, travel, allowances. Photo, Copy of Diploma before 9.10 to: Bridgen, First University, Elazığ, Turkey. (15051) 460000

TURKEY
TEFL Teachers required for well-established private language school in Izmir. Candidates should be trained teachers or graduates in English. Modern Language of Education and should be TEFL qualified.
Apply with CV and recent photo to: ILC Recruitment, 1 Liding Road, London, W1A 3AB. (16081) 460000

THE TIMES EDUCATIONAL SUPPLEMENT

OVERSEAS POSTS

Gabbitas-Thring seek applications from qualified candidates for the following positions, for March 1988.

Argentina: Deputy Heads Senior and Middle Schools.
Teachers for Maths/Computers, Science, English, Drama, Geography.
Uruguay: Economics/Maths to I.B. level.
For September 1987:
Sudan: Infants, Physics, Computers, Maths, PE, Music.

All posts are at English-medium schools and include flights and accommodation. Please apply urgently with CV and names of two referees to Miss H. Rostrom, Gabbitas-Thring Recruitment, 6-8 Sackville Street, London W1X 2BR. Tel: (01) 734 0151.

Gabbitas-Thring



The Joint Principals, Mrs. Margaret and Michael Bailey, have decided to leave The Friends' School at the end of 1988.
The Board of Governors invites enquiries from suitable qualified persons who may be interested in taking up the position from the beginning of 1989 and maintaining that special combination of academic excellence, concern for individual and service to the community on which the reputation of the School has been built.
The School was established in 1887 and is under the care of the Anglican Yearly Meeting of the Religious Society of Friends (Quakers). It is a non-denominational and, while the Board would like to appoint a member of the Society, it will consider applications from persons in sympathy with the Society.
The School is a co-educational day school for ages 4-18. Enrolment is currently nearly 400 boys and over 300 girls distributed between the Junior School, the High School and the Matriculation Centre.
Further details of the appointment, the School and its staffing may be obtained by writing, in confidence, to:
The Presiding Member
Celia Wendell Smith
The Friends' School
P.O. Box 42
North Hobart 7002
Tasmania
Australia
Applications close initially on 31st October, 1987 but late applications may be considered.
All enquiries will be treated in the strictest confidence.
The School is an equal opportunity employer. (1039)

THE BRITISH SCHOOL IN THE NETHERLANDS

(HMC, GBA, Independent)
The Senior School (ca. 500 boys and girls, aged 11-18) requires for January, 1988, a well qualified and experienced graduate

Teacher of English

(a willingness to take responsibility for resource development and/or to assist with drama will be added recommendation for an initial two-year renewable contract.
The successful applicant will be expected to teach throughout the School to G.C.S.E. and "A" Level.
Applicants should write, by 28th September, enclosing a full curriculum vitae, a recent photograph and the names, addresses and telephone numbers of two referees, and giving a contact telephone number, to:
The Headmaster,
The British School in The Netherlands,
Jan van Hooffen 3, 2252 BG VOORSCHOTEN,
The Netherlands.
Telephone enquiries may be made to the Headmaster's Secretary on 010-31-1717-6988.
The School has its own salary scale (in the range of approximately £63,000-£72,000 for this post; NL/3.5 = £1), travel and relocation expenses are paid and generous conditions of service are offered.
The appointment will be made before the end of October, following final interviews at the School. (0371)

PATANA SCHOOL BANGKOK

Required for this British-style International Primary and Middle School (520 pupils aged 4-13).

PRINCIPAL

for January 1988 (or as soon thereafter as possible). This important post demands proven organizational ability, charisma and leadership skills in curriculum development. Suitable candidates will have the knowledge and ability to promote good modern practice across the required age range as well as preparing senior pupils for Common Entrance.
Generous conditions of service including allowance for accommodation, children's school fees and annual home leave for the Principal and family. Salary is about £24,000 p.a. at current exchange rates. Car provided.
For further details and an application form contact:
THE DIRECTOR
World-wide Education Service of the PNEU
Stride House
44-50 Osborn Street
LONDON NW1 3NN
981901-142 0714

OVERSEAS POSTS

continued

ZIMBABWE
Outgoing Christian teachers in Science, MATHEMATICS, ENGLISH and GEOGRAPHY required for appointment to secondary schools in Zimbabwe.
Applicants sought for a January/September 1988 appointment. Three year contracts. Salary, air fare paid to London, use of car, living allowance sufficient for needs. For further information send a.s.e. to: General Secretary, Zimbabwe Airways, 11 Carteret Street, London SW1H 9JH. (11754) 460000

USA RECRUITMENT TEL: 01-987 0454, C.V. to Exodus, 287 Shafton Twp., St. Leonard Rd., London E5 8QP. (154984) 460000

UNITED ARAB EMIRATES

AL RADEEN SCHOOL
Abu Dhabi, United Arab Emirates

One female top infant teacher and one female first year junior teacher immediately required.

Shared air conditioned accommodation, annual leave with fare paid to London. Tax free salary, gratuity after two years.

Application by hand written letter with full C.V. names of two confidential referees and two photographs.

Interviews in Brighton.
Replies to: Mrs S.A. Marshall, c/o 18 Palmira Square, Hove, East Sussex BN3 3JH. Tel: 0873 803584. (10585) 460000

Administration Local Education Authority

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Please see main display advertisement in Young and Country. (11758) 460000

NORTHUMBERLAND COUNTY COUNCIL

EDUCATION DEPARTMENT

PRINCIPAL CAREERS OFFICER
Salary: £14,301 - £16,775 per annum

Qualified Careers Officer with minimum 5 years' experience in career advice, guidance and development in schools and colleges in accordance with the general policy of the County Council.

Post based at County Hall, Northumbria. A current driving licence is required and an essential car allowance is payable.

Further details and an application form (see page 101) are obtainable from: Director of Education, County Hall, Northumbria, Northumberland NE1 2EP.
Closing date: 25 September 1987. (10472) 460000

BUCKINGHAMSHIRE EDUCATION DEPARTMENT

An Equal Opportunity Employer

ADVISORY TEACHER (CAREERS EDUCATION)
Main Scale (£7,585 - £13,220) (Plus Rate Allowance of £1,000)

Required for January 1988, a qualified and experienced teacher to develop careers education in the context of the school, initially within schools in the Milton Keynes area.

Applicants should be able to provide advice, support, stimulus and training to colleagues in schools and colleges to act in a liaison capacity with the Careers Service. They will work through the Principal Careers Officer (Careers) to the Principal Adviser and be based at the Milton Keynes Careers Office.

Further details and application forms from Chief Education Officer, Scott Avenue, High Wycombe, Bucks HP12 3BA. Tel: (0494) 885000. Ext. 5522. Closing date for applications: 28 September 1987. (16087) 460000

HERTFORDSHIRE ASSISTANT DIVISIONAL EDUCATION OFFICER

RE-ADVERTISEMENT

Applications are invited for the post of Assistant Divisional Education Officer from graduates with a minimum of 2 years' successful teaching experience. The post is suitable for a person entering education over a wide field. The East Herts. division covers Hemel Hempstead, Ware, Broxbourne, Chesham, Buntingford, Bishop's Cleeve, etc.

Salary Grade 36.1, £13,206 - £15,168, plus 25% fringe area allowance. Maximum rise to £15,507 after 1st February 1988.

The County Council also has an attractive recruitment incentive scheme. An application form and further details from the Divisional Education Officer, Scott Avenue, High Wycombe, Bucks HP12 3BA, to whom completed application forms should be returned by Monday 28 September 1987. (15686) 460000

The Centre for British Teachers

BRUNEI DARUSSALAM

ALMOST THERE... but we still need 4 or 5 teachers to join our PRIMARY level English teaching project at the end of the year. You could join over 100 new Centre colleagues on a two year contract in this pleasant Far Eastern country.

The tax free salary of B\$2100 - 2552 per month (£1 = B\$3.3) is currently under review. Other benefits include free furnished accommodation, free medical care, interest free car loan, end of contract gratuity and baggage allowance.

Candidates should have a Certificate of Education and at least 5 years teaching experience or a B.Ed (or degree and PGCE) with at least 2 years teaching experience. A driving licence is essential.

For more information and an application form, write or phone with details of your qualifications to: Julie Lambert, The Centre for British Teachers, Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel: 01-242 2982. Ref BPT2

(50926)

You can give the Third World a lot more than money.

Many people want to help the Third World. But relatively few can offer the kind of help wanted most: the handing on of skills and professions which lead to self-reliance.

This is the work being carried out by VSO volunteers. If you have the training and experience which answer the heading below (and you can both accept and fulfil the conditions of VSO work) then we'd like to hear from you. Dearly.



Education

We have had many requests for teachers to work in schools and colleges overseas. Though a professional teaching qualification at primary or secondary

level is usually required, graduates (particularly in English, Modern Languages, Maths and the Physical Sciences) can sometimes be considered.

Conditions of work
• Pay based on local rates • National Insurance and medical insurance paid • Rent-free accommodation • Equipment and re-employment grants provided • Language training provided where necessary

• Return flight paid • Posts approved by our field staff • Posts are for a minimum of two years • Applicants should be without dependants • Many employers will grant leave of absence

I'm interested. I have the following training/experience:

Name _____

Address _____

TEG/10

(24p B.A.E. appreciated)



Post to: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW.

TEACHER - LIBERIA

The Education Department of the Bong Mining Company has a vacancy for a qualified and experienced British trained teacher, to teach approximately 20 children between the ages of 5 and 12 years to U.K. curriculum standards, primarily children of expatriate staff, commencing immediately.

Applicants should have a minimum of 5 years experience and must be able to teach small groups of children of different age levels in the same classroom. They should also have experience in teaching children who have a first language other than English.

Preference will be given to single applicants with previous overseas experience.

A suitable salary will be paid in US dollars freely convertible. Initial contract for 2 years, renewable for one year periods thereafter. Suitable accommodation is available at the site and there are extensive sports and recreational facilities.

Applications must include a comprehensive C.V. and should be addressed to our representative O.D. Lawson, 27 Broadgate Way, Warrington, Peterborough PE8 6UN.

E+B EXPLORATION UND BERGBAU GMBH
DÜSSELDORF WEST GERMANY

Assistant to Education Officer £8843 - £11865. A suitably qualified and experienced Lecturer 1 is required, from 1.1.88 for this new post to be responsible for the educational programme in a new Special Unit, HCPE, HM Prison and Remand Centre, Hull. You will undertake special training with prison staff for work in the Unit and will then plan and develop and appropriate programme which will include a craft workshop. Experience of group work, counselling and prison education advantageous.

Lecturer I (Craft Workshop and Art) £6843 - £11865. A suitably qualified and experienced teacher is required from 1.1.88 for this new post at HCPE, HM Prison and Remand Centre, Hull. You will undertake special training with prison staff prior to setting up a Craft workshop within the new Special Unit. You will be responsible for the Workshop and for Art and Craft within the Department. Experience of group work, counselling and prison education advantageous.

Application forms and further details for the above 2 posts from: Personnel Section, Hull College of Further Education, Queen's Gardens, Hull, North Humberside, HU1 3DG. (0482) 29943 Ext 223. Closing date: 28.8.87.

Humberside County Council
Working towards equal opportunities

Are you highly self-motivated, yet have commitment to teamwork? Do you welcome responsibility and making decisions? Have you successful experience in the Education and/or Local Government Services? BRADFORD LEA is a large Metropolitan Authority, with an outstanding record for educational innovation and development. It now offers two posts with excellent opportunities for career development in education management.

ASSISTANT SCHOOLS OFFICER (SPECIAL EDUCATIONAL NEEDS) £14,301-£15,567 p.a.

You will be responsible for assisting in the regular management and administration of the special educational service. You will make a positive contribution to policy development and implementation in an Authority strongly committed to meeting special educational needs within a positive integrationist policy. £5488/7/ES

ASSISTANT UPPER SCHOOLS OFFICER £14,301-£15,567 p.a.

You will act as deputy in the upper schools section of the 13+ Division, playing a leading role in the preparation and implementation of policies in a wide range of existing developments current in our 24 schools. You will have particular responsibilities for teaching staff and governing body arrangements. £5888/7/ES

You will be well qualified, enthusiastic, have successful experience of managing and motivating staff, and be able to demonstrate positive commitment to equal opportunities. Closing date for both posts Monday 21 September 1987.

WARDEN/INSTRUCTOR - Doe Park Sailing Centre £11,070-£11,805 p.a.

A qualified and suitably experienced person is required to continue the development of this well established sailing centre, soon to move into new premises. You must possess at least an RYA Senior Instructor Certificate, a teaching qualification is desirable but not essential. A background in outdoor pursuits would be advantageous. Most importantly you will need to have proven organisational ability, together with the ability to motivate and motivate others. £4318/7/ES

This Council supports the principle that all employees should be encouraged to be members of an appropriate trade union recognised for the purpose of negotiation and consultation.

Application forms are available from the Directorate Personnel Office, Directorate of Educational Services, 2nd Floor, Provincial House, Market Street, Bradford BD1 1NP. Tel: (0274) 752386.

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability who meet the job requirements.

City of Bradford Metropolitan Council

Assistant Director of Education (RESOURCE PLANNING)

Avon County Council has an annual budget of £400 million and a population of 847,000. Its headquarters are situated in Bristol and the County itself is located in a very attractive part of the County. The County has a wide range of leisure facilities. Communication with the rest of the County by rail and air are excellent.

The Education Department will spend some £217 million this year and has over 12,000 teaching and 13,000 non-teaching staff employed in some 600 establishments which offer a wide range of education facilities.

The successful applicant for this important second tier post will be a key member of the Management Team and will direct and manage the Resource Planning Branch which has particular responsibility for:

- forward planning
- building programmes
- preparation of the annual budget
- schools catering service

As well as displaying the drive and ambition which this demanding position requires, candidates will need to demonstrate previous experience at senior management level preferably with a local education authority, especially in forward planning and budget preparation. Applicants will also need to be graduates or equivalent, and be qualified teachers with significant teaching experience.

In addition to a salary within the above range, there is a comprehensive conditions of service package which includes:

- a substantial relocation allowance in appropriate cases
- up to 21 days holiday and 11 public holidays per year

Application forms only, available with further details from the Director of Education Services, PO Box 270, Avon House, The Haymarket, Bristol, BS2 7JL, or telephone Bristol 288588. (Inquiries on this number after office hours).

Reference number: 601/60582/CO should be quoted when asking for forms which must be completed by 8 October 1987. Please also note that interviews will be held on 10 and 11 November 1987. Shortlisted candidates will be expected to attend on both days.

EDUCATION DEPARTMENT

Avon COUNTY COUNCIL

ADMINISTRATION L.E.A. CONTINUED

LONDON BOROUGH OF HAVERING PROFESSIONAL ASSISTANT
Grade P01(D)
Salary Range £13,506 - £14,769 plus £738 London Weighting

An opportunity exists for a person with proven successful teaching experience and organisational skills to embark on a career in education administration.

There are many new education initiatives under consideration at this time and their successful implementation will rely considerably upon the responses given by the Director of Educational Services and his senior staff.

We are seeking applicants with an education commitment in the broadest sense, and who would wish to extend their career through an involvement with the management of the service.

This is an entry post to senior administration. The successful candidate will be supported in the pursuance of their new career with a full training programme. Whilst the majority of the work relating to this post will encompass secondary education and associated services, a variety of general topics will be assigned to the postholder to enable the widest experience to be obtained.

Relocation expenses in accordance with the Council's scheme will be considered in appropriate cases.

Further details and application forms are obtainable from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, RM1 3DR (ref: LG/358). Telephone: Romford 768989, Extension 4581, to be returned within 14 days of the appearance of this advertisement. 03870

Havering

CAREERS OFFICER
£9,528-£10,392 inc.

Operating from attractive and well appointed centralised premises, Bromley Careers Service is seeking an enthusiastic and flexible Careers Officer to carry out the full range of professional duties as a member of one of its teams. Officers are expected to deal with all levels of ability and age of clients, although the majority of the caseload will comprise sixteen and seventeen year old leavers in this instance.

The service operates an effective computerised matching and placing system for both permanent vacancies and YTS places and an extensive and popular information prescription service. CASCAID is also widely used.

You must hold or be about to obtain the Diploma in Careers Guidance.

For further information and an application form please contact Chief Personnel Officer, Bromley Civic Centre, Rochester Avenue, Bromley, BR1 3UH. Tel: 01-290 0524 (24 hour answering service). Closing date: 28th September 1987. Please quote Ref: E83.

Bromley
THE LONDON BOROUGH

EDUCATION Education Officer (FURTHER EDUCATION)

SALARY: currently £21,609 - £25,458, rising to £22,098 - £26,091 from February 1988

HOURS: 37 hours per week

LOCATION: County Hall, Bedford.

Applicants are invited from suitably qualified and experienced candidates for this second tier post in the Education Department from 1st January 1988 or as soon as possible thereafter.

The successful candidate will be responsible for overseeing all further and higher education in the County. This is a particularly demanding post with wide responsibilities across youth, adult and careers services in addition to provision in further and higher education colleges.

Essential Car User: Car Loan Scheme. Approved removal expenses paid.

HOW TO APPLY: Application form and further details available from D.J. Browning, CBE, MA, Chief Education Officer, County Hall, Bedford MK42 9AJ or telephone Bedford 53222 extension 2155.

CLOSING DATE: 21st September 1987

The Council is an equal opportunities employer and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.

Bedfordshire
A Nuclear Free Zone

LONDON BOROUGH OF HARROW
Civic Centre, Station Road, Harrow, Middx. HA1 2UN
Tel: 01-883 5611, Ext. 2738.

Harrow is creating three new posts from January 1988 to co-ordinate services for children with special educational needs.

ADVISORY HEADTEACHER
Group 7(S): £22,040 incl. LW

Headteacher of Shaftesbury School and Co-ordinator of Services for Children with Mild, Moderate and Specific Learning Difficulties.

The person appointed will be headteacher of this all-age day school for children with moderate learning difficulties and should have had experience of working with such children preferably in both special and ordinary schools or units. He/she will also develop and co-ordinate the provision within the Borough for children with mild, moderate and specific learning difficulties, as a member of the Advisory and Support Services. The two functions should be seen as equally important.

CO-ORDINATOR OF SERVICES FOR CHILDREN WITH SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

Headteacher Group 5(S): £19,794 incl. LW

The person appointed will be expected to develop and co-ordinate services for these children. These will range from supporting ordinary schools in identifying causes of disruption and developing approaches to reduce these, through to provision for children being educated other than at school.

CO-ORDINATOR OF SERVICES FOR CHILDREN WITH PHYSICAL AND SENSORY IMPAIRMENTS

Headteacher Group 4(S): £18,546 incl. LW

The person appointed will be expected to develop and co-ordinate services for those children who need special means of access to the curriculum or who require the use of special teaching approaches. This will involve responsibility for children with physical, hearing, visual and language impairment.

Application forms from above and to be returned to Education Personnel at the above address by 21 September. Interviews will be held on 30 September for the Advisory Headteacher post and on 14 October for the two posts of Co-ordinator. Please send stamped addressed envelope (A4) for application forms and further details.

Harrow Education
an equal opportunity employer

EDUCATION DEPARTMENT

TWO GENERAL ADVISERS (PRIMARY)

Soulbury Group 8 £16,785 - £18,273 p.a. (pay award pending)

Two new posts to strengthen the team responsible for inspection and support to schools having particular reference to curriculum provision and quality of work in rural Primary Schools.

Candidates should be graduates with experience as successful Heads of First, Primary or Middle Schools.

Application forms and further details from County Education Officer, Room 5, County Hall, Martineau Lane, Norwich NR1 2DL to be returned by 25th September 1987.

Norfolk County Council

EDUCATION DEPARTMENT

ASSISTANT DIRECTOR OF EDUCATION (SCHOOLS)
£15,567 - £16,773

Applicants must be graduates, have had teaching experience and, preferably, administrative experience in an Education Department.

The post carries particular responsibility for children and students with special educational needs, but it is expected that the Assistant Director of Education (Schools) will make a wider contribution to the Schools Branch as a member of the Senior Officers' team.

Application forms and further particulars may be obtained from The Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland, SR2 7DN. Telephone (091) 5678181. Ext. 2229, to be returned by 21st September, 1987.

borough of sunderland

This Council is an equal opportunity employer.

ADMINISTRATION L.E.A. CONTINUED

Buckinghamshire County Council

An Equal Opportunity Employer

Employment Specialist Careers Officer (USCO)
Salary Scale 6: (£9,986 - £10,847 p.a.)

A probationer would be appointed on Scale 4 with progression straight to Scale 6 on successful completion of the probationary year.

Careers Officer
Salary Scale 4/5/6: (£7,859 - £10,647 p.a.)

Progression to Scale 5 for basic grade officers immediately following successful completion of the probationary year. Officers with three years experience in the Service can start on Scale 6.

The successful applicants, who will be either qualified careers officers or students shortly completing a Diploma in Careers Guidance, will join a team of 8 officers based in Aylesbury Vale. The Employment Specialist will work with unemployed young people and those on YTS with special responsibility for liaison with MSC. The Careers Officer will be dealing with the whole academic range of pupils and students in a mixed rural and urban area.

Car user allowance. Attractive relocation package and car leasing scheme available. Application forms and further details from Chief Education Officer, County Hall, Aylesbury, HP20 1XA. Tel: Aylesbury 382532. Closing date: 25 September 1987.

General Adviser

WITH SPECIAL RESPONSIBILITY FOR ART AND DESIGN

£19,260-£20,766 (under review)

Applications are invited for this new post which will add significantly to the Advisory Service's coverage of mainstream subjects. Applicants should have a good track record in teaching and experience at head of department or more senior level in schools or in higher/ further education. Some experience of advisory work would be an advantage but is not essential. This is a demanding post which includes a substantial general role involving liaison responsibilities for a group of schools and participation in secondary advisory team work in the areas of inservice education and staffing and curriculum matters. Breadth of educational experience and interests and good insights into current trends in art and design education will be sought in the applicants. It is hoped to make an appointment for 1st January, 1988.

Application forms and further details (enclose in separate envelope) from The Director of Education (DMF), Shire Hall, Shirefield Park, Reading RG2 9XE.

Closing date 28th September

Royal County of BERKSHIRE
AN EQUAL OPPORTUNITY EMPLOYER

Northumberland County Council

Education Department

GENERAL ADVISER FOR MUSIC

Salary Soulbury Group 8 £16785 - £18273 p.a. (award pending)

Post carries responsibility for all aspects of music education in schools, colleges and the community. Northumberland has a well-established peripatetic teaching team for instrumental tuition, a youth symphony orchestra and other bands and ensembles. Applicants are sought who are versatile music makers, outstanding teachers and good organisers, to join a well-established advisory team.

Post commences January 1988. Application forms and further details are available by forwarding a s.a.s. to the Director of Education, County Hall, Morpeth, Northumberland NE61 2EF.

Closing date 25th September 1987.

HAMPSHIRE

A number of additional senior posts and an improved salary structure have resulted from a review and restructuring of Hampshire Careers Service. Applications are invited for:

Senior Careers Adviser (Employment Services)
Salary up to £14,769.

Based at Careers Service Headquarters in Winchester.

In addition to supporting the Assistant Director (Employment Services) the postholder will be responsible for the development of aspects of employment services on a countywide basis. (Ref. 10623A).

Assistant Area Careers Advisers
Salary up to £12,882.

Vacancies exist in the Portsmouth, Fareham/Gosport, Eastleigh, Winchester/East Hants and North West Hants areas.

The postholder, in addition to assisting the Area Careers Advisor, will be responsible for co-ordinating Area links with educational establishments and providing day to day supervision of staff based at the office to which they are appointed. (Ref. 10623B).

Careers Advisers (Guidance Services)
Salary up to £11,805.

Vacancies exist in the New Forest and Southampton areas with the possibility of further vacancies in other areas.

The postholder, in association with schools and Careers Service colleagues, will provide a careers education, guidance and placing service to young people attending local schools. (Ref. 10623C).

Applicants should hold the Diploma in Careers Guidance and for the higher graded posts have appropriate Careers Service experience. Generous relocation expenses are available in appropriate circumstances.

We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.

Further details and an application form are available from the Careers Service Headquarters, Education Department, The Castle, Winchester. SO23 8UG, or telephone: Winchester (0962) 841841 ext: 370, quoting the appropriate reference number. Closing date for applications: 25th September 1987.

EDUCATION DEPARTMENT

Nottinghamshire Education Support Service

The Nottingham Education Support Service represents an innovative approach to curriculum and professional support for schools and colleges. It has been created as part of the Nottinghamshire strategy for curriculum and professional development and brings together all those staff who work with schools and colleges. Its task is to contribute to the improvement of the quality of learning through a negotiated and structured programme of support for teachers/lecturers as well as pupils/students.

The service itself is comprised of six groups of staff as follows: The Classroom Support Service, The Section 11 Support Service, The Special Needs Support Service, The Dance and Drama Support Service, The Music Support Service and Off-Site and Resources Support Service. Each group is managed by a Head of Service who collectively with Senior Officers of the Authority comprises the Senior Management Group of the Education Support Service.

As part of the creation of the new service the Authority is recruiting for the following Senior posts:-

Classroom Support Service Senior Team Leader

Specific Responsibility Technology/Computer Projects

Special Needs Support Service Area based Multi-disciplinary Team Teacher Parent Counsellor Team

Music Support Service Group Co-ordinators Group Leader Group Leaders

Off-site and Resources Support Service Senior Team Leader

Inter School/College Liaison

The Senior Team Leader post is graded at Headteacher Group 8.

All other posts are graded on the main scale plus incentive allowance as noted below in accordance with the School Teachers Pay and Conditions Document 1987.

Team Leader Incentive Allowance E

Inter School/College Liaison Incentive Allowance E

Group Co-ordinator Incentive Allowance D

Group Leader Incentive Allowance B

All posts carry a casual car user allowance and applicants should possess a full drivers licence.

Details of the above posts and application forms are available from Nottinghamshire Education Support Service, The Cranmer Street Professional Centre, Cranmer Street, Nottingham, NG3 4HA. Tel: Nottingham (0802) 606237. Please indicate for which specific posts you require details. Closing date 23 September.

Nottinghamshire County Council
County Hall - West Bridgford Nottingham NG2 7QP

An Equal Opportunity Employer.

EDUCATION DEPARTMENT PROFESSIONAL MANAGER COUNTY INSET CENTRE, Wisard Road, Norwich Soulbury Group 6

TEACHERS' CENTRE CO-ORDINATOR

NORTHERN AREA TEACHERS CENTRE, Holt Hall, North Norfolk
Salary Headteacher Group 4

These two new posts came about as a result of the DES funding arrangements for INSET (GRIST). The posts are complementary and both will play a major role in the development of the County's new INSET strategy. Persons of energy, creativity and understanding are sought who are sensitive to the changing needs of teachers and aware of the range of curricular and INSET initiatives taking place at national and local level.

YOUTH AND COMMUNITY SERVICE ASSISTANT PRINCIPAL YOUTH AND COMMUNITY OFFICER (Leader Training)

Soulbury Main Range points 3-7
Currently £14,649 - £16,149 p.a.

Experienced qualified youth workers or teachers (with youth work option) are required to be based at Norwich but have a county brief.

The Officer will be a senior member of the County's Youth and Community Service Team with special responsibility for leader training.

A rural perspective plus the ability to initiate innovative youth work alongside leaders during their training process is required.

Application forms and further details for the above three posts are available from County Education Officer, Room 5, County Hall, Marlborough Lane, Norwich NR1 2DL.
Closing date: 25th September 1987.

Norfolk County Council

SENIOR EDUCATION OFFICER (CURRICULUM AND TRAINING)

Lincoln POL £16,773 - £17,976

This key post requires graduates with teaching and administrative experience.

We are looking for a committed, energetic and innovative person, capable of developing the opportunities provided by the recent developments in in-service education and in the curriculum.

Lincolnshire is an attractive county with comparatively cheap housing. An essential user car allowance is payable and relocation expenses are reimbursable in appropriate cases.

Application forms and job descriptions are available from the County Personnel Officer, County Offices, Newland, Lincoln LN1 1YL. Telephone (0522) 552221 (24 hour service). Please quote ED0983.
Closing date 30th September 1987

Lincolnshire County Council

DIRECTORATE OF EDUCATION CAREERS SERVICE

SENIOR CAREERS OFFICER (SPECIAL NEEDS)

Salary: £10,704 to £11,385 per annum inclusive.

Applications are invited from suitably qualified, experienced Careers Officers for this senior post. The postholder will be responsible for the Service's work with special need young people. The vacancy also offers the opportunity to work with young people in mainstream education.

A committed and determined professional is sought, preferably with several years of experience and interest in work with the handicapped.

The post is based at the Careers Centre in Bodelykeath.

A Casual User Car Allowance is payable and relocation expenses are available in approved cases.

Application forms and further details available from: Educational Services Secretary, Town Hall, Crayford, Kent DA1 4EN (Tel: 01-303 7777 Ext. 3646/3647). Closing date 29th September, 1987.

Bexley London Borough

ADMINISTRATION L.E.A. CONTINUED

COUNTY EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER

(SCHOOLS - EASTERN AREA)
(Based at Portman House, Bournemouth)
POST NUMBER COO43X

Applications are invited for the above post in the Schools Section, Bournemouth. The postholder will be a member of a team of four Education Officers led by the Area Education Officer. The team is responsible for the general management of schools in the Eastern Area of the County.

You should have appropriate qualifications and experience in teaching/lecturing, including management responsibility. Experience as an Education Officer in a local authority setting would be an advantage, but this post is suitable for candidates with a teaching/lecturing background who wish to make a career in educational administration.

Salary will be within Principal Officer Range (Points 38-41) £14,301 by increments to £15,567.

Application forms returnable by 23rd September 1987 and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ on receipt of a foolscap a.s.e. (Please quote post number).

(50744)

DORSET County Council

Deputy Divisional Education Officer (North Herts)

Salary Scale: M4 £17,151-£18,372 rising to £17,541-£18,789 from 1st February 1988

Assistant Divisional Education Officer (North Herts)

Salary Scale: M1 £13,506-£15,162 rising to £13,812-£15,507 from 1st February 1988

Applications are invited from graduates for these two posts based in Hitchin.

Applications for the post of Deputy Divisional Education Officer will require experience in teaching and educational administration. The vacancy is created by the promotion of the current postholder to a similar position in another LEA.

Applicants for the post of Assistant Divisional Education Officer will require previous teaching experience at a senior level. This is a newly established post and is a good starting point for a career in education administration.

Further particulars including information about the Council's attractive recruitment incentive scheme, and an application form may be obtained from the Divisional Education Officer, North Herts Divisional Education Office, County Council Offices, Grammar School Walk, Hitchin, Herts SG5 1JN, telephone Hitchin (0462) 38181.

Closing date for receipt of applications is 2nd October 1987.

Hertfordshire County Council
An Equal Opportunity Employer

EDUCATION COUNTY ADVISERS/INSPECTORS

(a) Art/Design
(b) Business Education/Economics
(c) Special Education

SALARY: Burnham HT B9 (currently £16,785 - £18,273 and £18,005 - £19,587 respectively).

HOURS: 37 hours per week

LOCATION: Prebend Street, Bedford

Applications are invited from suitably qualified and experienced candidates for the above posts in the County Inspection and Advisory Service from 1st January 1988. Normally the appointments will be initially as County Adviser at Group 8 with the prospect of progress to County Inspector Group 9. The successful candidates will be responsible for advice and inspection in respect of their subject in schools throughout the County.

Essential: Car User Allowance, Car Loan Scheme, Approval Removal Expenses Paid.

Previous applicants for the County Adviser/Inspector (Art/Design) need not re-apply as their applications will be re-considered.

HOW TO APPLY:

Application form and further details are available from D P J Browning, CBE, MA, Chief Education Officer, County Hall, Bedford, MK42 9AP or telephone Bedford 63222 Ext 2188

CLOSING DATE: Monday 21st September 1987.

The Council is an equal opportunities employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.

Bedfordshire
A Nuclear Free Zone

Re-advertisement PREVIOUS APPLICANTS WILL BE AUTOMATICALLY RECONSIDERED EDUCATION DEPARTMENT

Required for January 1988 or as soon as possible thereafter

PRINCIPAL ADVISER

for In Service Education
Soulbury-Burnham HT Group II (£20,787-£22,332)

The Principal Adviser, who is based at the County Education Centre in Chelmsford, works under the direction of the Chief County Inspector and is responsible for the production, delivery and evaluation of the County's in-service programmes. He/she will work in close association with the Education Officer (Inset Administration and Finance). Applicants should have substantial and appropriate experience in the training of practising teachers, particularly as it relates to the work of an Advisory Service.

Closing date: 25th September.

Generous relocation expenses are payable in approved cases.

Application forms and further details available from the County Education Officer (PI), P.O. Box 47, Thredneedle House, Market Road, Chelmsford CM1 1LD. Telephone Chelmsford, 492211 Ext. 20255

IN SERVICE ADVISORY TEACHER (Incentive Allowance 'D')

For School Self-Review (The GRIDS Project)

Required for January 1988, an experienced teacher to be responsible for the delivery of in-service training and continuing support for the GRIDS Project in primary, secondary and special schools. Practical experience of the use of the GRIDS procedures would be an advantage.

Travel expenses payable.

Removal and relocation expenses of c.£4,000 are available, for those who qualify.

Closing date: Friday September 25th 1987.

Please send foolscap a.s.e. for details and application form to:

County Education Officer, P.O. Box 47, Thredneedle House, Market Road, Chelmsford, CM1 1LD.

(03988)

ESSEX County Council

LONDON BOROUGH OF HAVERING EDUCATION DEPARTMENT

CAREERS OFFICER

RAINHAM

Grade APTC Scale 5/6

Salary £9,528-£11,385 p.a.

Energetic and enthusiastic Careers Officer required to carry out the full range of Careers Officer duties. Qualified and/or experienced Careers Officers preferred.

Further details and application forms available from the Director of Educational Services, Mercury House, Romford, Essex RM1 3DR (Ref. Staffing ILG1357). Tel: Romford 766999 ext 4551. Closing date 25th September 1987.

(06774)

ADMINISTRATION L.E.A. CONTINUED

LONDON BOROUGH OF BARNET

DIRECTORATE OF EDUCATIONAL SERVICES TVEI PROJECT CO-ORDINATOR

SALARY: Soulbury Headteacher Group 8

Applications are invited for the important post of Co-ordinator of our TVEI Pilot Project. Barnet is a fourth round TVEI Authority and the post becomes vacant on 1st January, 1988.

A comprehensive job profile and list of duties of the post will accompany application forms, which are available from the Recruitment Office, 18/17 Sentinel Square, Brent Street, Hendon, London, NW4 2EN. Telephone 01-202 8282 Ext. 2372 (01-202 8802 outside office hours).

Closing date 24th September, 1987

Ref: 603/PCO

50892

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH OF BARNET

WILTSHIRE COUNTY COUNCIL Education Department

ADVISER FOR SCIENCE

Salary: Soulbury Scale (Burnham Headship equivalent Gp.8)
£16,785 to £18,273

The vacancy results from the internal promotion of the present Adviser. Applicants will be required to take up the post from 1st January, 1988, or earlier if possible.

The Authority is fully committed to the development of a balanced science curriculum for all pupils of statutory school age.

Further details and application forms obtainable from the Chief Education Officer (STN/JB), County Hall, Trowbridge, Wilts., BA14 8JB (tel. Trowbridge (02214) 3641 Ext. 2480) quoting ref. E.87.305. Previous applicants need not re-apply.

Closing date 25th September 1987.

An Equal Opportunities Employer

(03768)

EDUCATION DEPARTMENT

EDUCATION OFFICER (Schools)

SMC 2
£22,482 - £24,693
Post No. B0003

Following the promotion of the present post holder to a post of Deputy County Education Officer, applications are invited from graduates with experience in teaching and in the administration of education at a senior level.

The post of Education Officer (Schools) entails acting as the senior professional representative of the County Education Officer in one or more administrative areas of the County but also assisting with, or being responsible for, assignments on a wider, including County-wide basis. The eight senior officers occupying the post of Education Officer (Schools) operate as a team and the balance between local territorial duties and County-wide duties in individual cases will vary. The person appointed will be based at the County Education Office, Chelmsford.

Amongst the benefits offered are generous relocation expenses and car leasing facilities.

Closing date: 25th September 1987.

Application forms and further details available from (a.s.e. please) the County Education Officer (PI), P.O. Box 47, Thredneedle House, Market Road, Chelmsford, CM1 1LD. Tel: Chelmsford (0246) 492211 Ext. 30255.

(03988)

ESSEX County Council

Education Department

From January 1 or as soon
as possible thereafter.

East Sussex

COUNTY CURRICULUM ADVISER FOR MATHEMATICS COUNTY CURRICULUM ADVISER FOR HUMANITIES

East Sussex has a strong advisory service and a tradition of positive curriculum and staff development in schools and colleges.

These posts offer excellent opportunity for candidates with successful experience in teaching and preferably with experience of work in the advisory service.

The successful candidate will have a strong commitment to these key areas and will be expected to display enthusiasm and vision to give clear leadership at a time of rapid change in education.

All advisers are encouraged to contribute to wider tasks of the advisory service and will need to work closely with other advisory staff.

Salary for both posts on Solbury Head Teacher group 9. £18,075 - £19,587 pa (salary under review).

Relocation grants in approved cases.

Application forms and further details from County Education Officer, PO Box 4, County Hall, Lewes BN7 1SQ.

Please quote reference PNT/SLE and enclose a large SAE.
Closing date: September 25.

East Sussex is committed to equal opportunities.

(03038)

PRINCIPAL ASSISTANT EDUCATION OFFICER

Up to £21,570 p.a. plus essential car user allowance and excellent benefits package.

This is a new post created to deal in part with the work arising from recent legislation and together with another Principal AEO Post, to cover the day to day management of the Schools Division. The duties allocated will depend upon the experience and strengths of the successful candidate. This is an important middle management post and candidates should be graduates with a second educational qualification and significant administrative/management experience.

The Benefits:
*100% Relocation Expenses *Lodging/Commuting Allowance *Settling-in Allowance *Flexible Working Hours *Generous Holiday Entitlement.

Application forms and further details from the Personnel Department, Civic Centre, High Street, Uxbridge, Middlesex, UB8 1UW. Telephone Uxbridge 60689 (24 hour answering service available). Please quote reference number E/26/87X. Closing date 26 September 1987.

Hillingdon, as an equal opportunities employer, welcomes applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability.

(03764)

HILLINGDON THE WEST LONDON BOROUGH

MANAGER OF FURTHER EDUCATION MARKETING/OPEN PLANNING UNIT

£13,152-£15,162

to assist the Authority in the establishment of a Marketing/Open Learning Unit which will offer practical support to colleges, in particular through the development, maintenance and dissemination of up-to-date information and through involvement with the submission of bids for funding from external agencies.

We are looking for a person with drive who will have had experience of management within industry and/or an industrial training establishment and/or teaching within Further Education.

You should possess a Degree and/or an appropriate professional qualification and will be expected to hold a current driving licence. A casual car allowance is payable.

Job description and application form, returnable by 28 September, from the County Education Officer, Education Department, Springfield, Maidstone, Kent, ME14 2LJ, telephone (0822) 671411 ext. 2503. (Ref. PTR).

50810

KENT COUNTY COUNCIL

Metro Rochdale

STRIVING FOR EQUAL OPPORTUNITIES Your application will be judged solely on its merits

EDUCATION DEPARTMENT AREA CAREERS OFFICER

Careers Centre, Chapel Chambers, Wood Street, Middleton, 802 212156 - 212882

This post is responsible for the management of the work of the Careers Advisory Service in the Middleton and Haywood areas of the metropolitan Borough.

This involves supervision of Careers officers and support staff at two careers centres. The postholder is also a member of the Careers Service Management Team and will be expected to play a broader role in the development and implementation of Career Service Policy.

Applicants must hold the Diploma in Careers Guidance and have had significant evidence of working in the Careers Service.

A casual user car allowance is payable applicants should therefore possess a full current driving licence.

Assistance with removal and other expenses etc and temporary housing accommodation may be available.

Applications available (Quote 812) from Chief Personnel Officer, PO Box 68, Municipal Offices, Smith Street, Rochdale OL16 1XG. Telephone Rochdale 516934, to be returned no later than 28 September 1987.

AN EQUAL OPPORTUNITIES EMPLOYER

Trainee Careers Officer (Scale 2) £6,963-£7,524

Applications are invited for the above post from candidates preferably over the age of 22, with at least two years experience of employment to commence work at the beginning of December 1987. Other candidates should have considerable experience in appropriate employment. You will be seconded on salary plus approved expenses to a full-time course for the Diploma in Careers Guidance, from January-December 1988, and will be required to sign an undertaking to remain with the Authority for a minimum of two years thereafter.

Application forms and further information are obtainable from the Education Personnel Unit, Education Department, PO Box 55, Civic Centre, Silver Street, Enfield, Middlesex, EN1 3XQ. Tel: 01-366 9386, Closing date 28th September 1987. Please quote ref. DE/860/104.

(17488)

London Borough of Enfield

An Equal Opportunity Employer

EDUCATION

A LEAD ROLE IN IMPROVING QUALITY CHIEF ADVISER

£23,442-£24,903 (UNDER REVIEW)

Birmingham Education Service is committed to improving quality at every level and to extending opportunities for pupils and students of all ages and backgrounds. The approach is designed to ensure that, to the greatest possible extent, the educational resources of the City match up to the needs, expectations and wishes of the community.

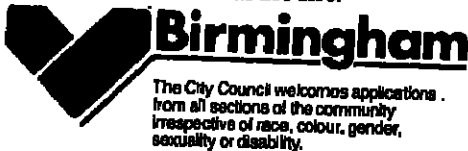
Advisers play a key role in the drive for quality, and the retirement of the City's Chief Adviser this summer offers a unique opportunity for a highly experienced professional. The challenge is to help manage a service which continues to face major issues of resource allocation, changing demographic trends and inner city deprivation whilst striving to maintain and develop the highest possible classroom standards.

Based within the newly established Planning and Development Service and reporting to the Deputy Director of Education, you will be responsible for harnessing the expertise of the Education Department's team of advisers in working out and implementing long-term strategies for the largest City education service outside London.

You must have extensive knowledge of all phases of education, substantial management experience, a track record of imaginative curriculum and in-service policy development and a flair for communicating well in a professional or lay environment.

Informal contact is encouraged and can be made at any stage by telephoning Oesle Hopkins (Deputy Director) on 021-235 2554.

Application forms (returnable by Friday, 28th September 1987) and further details from: Personnel Unit, Education Department, Margaret Street, Birmingham, B3 3BU. Telephone 021-235 2601 or 021-235 2188.



Administration General

MANCHESTER
NORTH WESTERN REGIONAL ADVISORY COMMITTEE FOR FURTHER EDUCATION
INCORPORATING THE UNION OF LANCASHIRE AND CHESHIRE INSTITUTES OF CURRICULUM AND STAFF DEVELOPMENT UNIT
Applications are invited for appointment as DEPUTY TO THE HEAD OF THE UNIT.
The post offers an exciting opportunity for a person with considerable teaching experience and a knowledge of current educational issues. The post is a full-time position with a wide range of development activities. The responsibilities will include organisation of short courses and workshops, initiation and management of staff development projects and co-ordination of support networks.
The salary will be in accordance with the National Education Officers' Scale, £12,780 to £13,504 (award pending). Further details and application forms may be obtained from: The Secretary, NWAC/ULCI, Town Hall, Walkden Road, Worsley, Manchester M28 4QZ to whom completed application forms should be returned by 30th September 1987. (16087) 480000

SHROPSHIRE
IRONBRIDGE GORGE MUSEUM TRUST
EDUCATIONAL DEVELOPMENT OFFICER
Responsible for the development of the educational work of the Museum at all levels, including liaison with educational establishments, preparation of teaching material and the management of educational resources.
Details from Mrs L.M. Rayner, Ironbridge Gorge Museum Trust, Ironbridge, Telford, Shropshire TF8 7AY. Equal Opportunity Employer. (16272) 500000

Education Department

PROFESSIONAL ASSISTANT

Salary £12,804 - £13,812 from February 1, 1988

Applications are invited for this post in the Further & Higher Education Branch, which provides experience of and training in the administration of the education service. Whilst some initial administrative experience in another authority or organisation would be an advantage, the post is suitable for those wishing to make a career in educational administration. The successful candidate will be expected to take up the post on January 4, 1988.

Application form and details from the County Education Officer, County Hall, Lewes BN7 1SG or phone Mr S. Evans on Lewes (0273) 475400 ext 333.

Please quote job reference 137.

Closing date for the receipt of applications: September 3, 1987.

East Sussex is committed to equal opportunities.



ADMINISTRATION E.A. and GENERAL continued

Buckinghamshire County Council

(An Equal Opportunity Employer)

SWANN PILOT PROJECT

SECONDARY CURRICULUM DEVELOPMENT TEAM

For this exciting new project we are looking for teachers with a high level of commitment to "Education for All" to assist in developing the curriculum to reflect a pluralist society. Initially the posts will be based at the Royal Latin School, Buckingham, and Hatters Lane School, High Wycombe.

Salary on Scale 3 or Scale 2 equivalent. Secondments of Buckinghamshire teachers will be considered. Attractive relocation package and car leasing scheme available.

Further details and application forms from Chief Education Officer, County Hall, Aylesbury (Tel: Aylesbury 382892). Closing date for applications: 28 September 1987. (17600)

SUFFOLK

EAST ANGLIAN
REGIONAL ADVISORY
COMMITTEE
FOR FURTHER
EDUCATION

ASSISTANT SECRETARY
Salary £13,154 - £14,769
(£13,449 - £15,105 as from
1st)

February 1988

Required from 1st January
1988 or as soon as possible
thereafter.

Candidates should have a
degree, or equivalent pro-
fessional qualification, and
should have experience in
teaching and/or adminis-
tration in Further or Adult
Education.

Application forms and
further details from: Sec-
retary, E.A.R.A.C., 2 Limes
Lane, Bury St. Edmunds
IP35 1HE. Closing date 2nd
October 1987. 500000

School Health Service

LONDON SW10

KING'S COLLEGE
LONDON (KQC)NUFFIELD REGIONAL
MATHEMATICS

The project is to pro-
vide support for use in
schools by pupils aged 11
to 16 years. The position
would suit a mathematics
teacher in post-16 work
with higher degree and with
writing and editing skills.
The work is based at King's
College London (KQC),
Chelsea Campus, London
SW10.

The contract is for three
years to start as soon as
possible. Teachers who can
be seconded for this length
of time are encouraged to
apply. The salary is negoti-
able and will not less than
the teacher's current
allowance is payable.

Applicants should write
enclosing C.V. by 28th
September to Dr. A. Hall,
at Nuffield Secondary
Mathematics, King's Col-
lege London (KQC), 352
Chelsea Campus, London
SW10. (17700) 500000

Librarians

HERTFORDSHIRE
THE HEATHCOTE SCHOOL
Shephall Green, Stevenage,
Herts. SG8 9XT
A full time, 1-18 Mixed.
£20 an hour
HUMANITIES
TEACHER - LIBRARIAN
MAIN SCALA 2 £11,000
and under SEC HUMANITIES
Scale 2 £12,655 620000

Examiners

**LONDON AND
EAST ANGLIAN
EXAMINATIONS BOARD**

GCSE EXAMINATIONS

EAST ANGLIAN
EXAMINATIONS BOARDLONDON REGIONAL
EXAMINATIONS BOARDUNIVERSITY OF LONDON
SCHOOL EXAMINATIONS
BOARDVISITING ASSESSORS -
DRAMA

Applications are invited for the 1988 series of examinations.

Application forms and further particulars may be obtained from D.H. Board, M.A., Secretary to the Board, London Regional Examinations Board, 104 Wandsworth High Street, London SW18 4JF to whom completed forms should be returned by 1st October 1987. (15054) 600000

RSB EXAMINATIONS BOARD

Applications are invited for the following Chief Examiner posts.

Accounting Stages II and III.

Book-Keeping Stage I.

Cost Accounting Stages I, II and III.

Applicants should be suitably qualified and have appropriate teaching and examining experience.

Further details are available from Duncan Taylor, RSB Examinations, 104 Wandsworth High Street, London SW18 4JF. Tel: 01-930 5115. Ext: 118. (16255) 500000

SCOTVEC Scottish Vocational Education Council ADMINISTRATIVE OFFICERS

Salary £10,302-£11,442 (from 1 February £10,536-£11,700)

Vacancies exist in the Curriculum and Assessment Departments for Administrative Officers to work as members of teams responsible for the review and development of syllabuses and for the assessment of students respectively.

The duties primarily involve the provision of administrative support for senior officers and for committees.

A degree (or equivalent) and experience of administration and/or committee work will be advantageous.

Application forms and further details are available from: The Personnel Officer, SCOTVEC, 36 Queen Street, Glasgow G1 3DQ. Closing date for receipt of applications: 23 September 1987.

The Duke of Edinburgh's Award

is seeking an Assistant Director; (preferred age range 30-45) to be responsible for the technical administration of the Scheme with particular emphasis on how the Award relates to young women, and to develop a national training strategy for all adult organisers.

Candidates must have wide educational experience within teaching, administration or the statutory youth service, and must be educated to Degree or Qualified Teacher Certificate level. Evidence of a progressive career achievement, innovation and creativity is essential.

This appointment is for a period of 10 years, and the salary will be commensurate with responsibility and experience. A car is provided.

Application forms and further details are available from the Director, The Duke of Edinburgh's Award, 5 Prince of Wales Terrace, Kensington, London W8 5PG, to whom completed applications should be returned by 25th September 1987. Please quote ref no: AD887 (19920)

THE BRITISH SCHOOL OF OSTEOPATHY PROFESSIONAL ASSISTANT

Applications are invited for the new post of Professional Assistant to the Diploma Course Co-ordinator. Candidates should be graduates and preferably trained teachers (Secondary or F.E.) Experience in a learning environment, including course management desirable.

Applications from those who have retired early would be welcomed.

Salary within the range £8,000 - £13,000

Further particulars from the Principal, 1-4 Suffolk Street, London SW1. (Tel. 01-930 9254) (90920)

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

General Certificate of Education Examination
The Board invites applications for the following appointments.

Moderators

ECONOMICS - with immediate effect
Government Group of Subjects
Electronics from 1 August 1988
Physics

The Moderator fulfils a key function in the Board's examinations system. The post holder will be responsible for chairing meetings of the appropriate Subject Advisory Panel and will play a significant role in syllabus development work and in safeguarding the standards of the examination. For Application form and further details write to: The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square London WC1B 3DN. Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 7 October 1987.

Previous applications for the above posts will be considered with any new ones received. (17471) (10000)

Education

General Inspectors (4 posts) Soulbury HT Group 9

£18,075-£19,587 p.a.

The Nottinghamshire Education Authority is committed to the pursuit of excellence in the education of children and young people in its schools and colleges. The Advisory and Inspection Service contributes to this aim through its three major tasks of assessment, reporting/advising and development. The retirement of some colleagues and the promotion of others has resulted in the four vacant posts. All applicants (male or female) are likely to have significant, relevant and recent teaching experience and currently hold a post of responsibility at a senior or middle management level in a school or college. Vacant 1 January.

Post 1 - Science Ref: A15/G18/145
Candidates should be aware of and understand recent developments in the science curriculum and also be capable of contributing to the development of technology across all phases of education.

Post 2 - Humanities Ref: A15/G19/146
Candidates should be aware of and understand recent developments in Humanities and have a particular interest and experience in geography and environmental science.

Post 3 - Information Technology Ref: A15/IT/146
Candidates should be aware of, understand and be capable of supporting the development and use of information technology across the whole curriculum. Although experience may be from any one or more of the curriculum areas which comprise information technology, applicants should also be capable of supporting the development of the use of computers in education in schools and colleges.

Post 4 - Post 16 Ref: A15/G1/145
The successful candidate should have relevant experience at a senior level in schools or colleges of further education. A knowledge and understanding of recent developments and initiatives in the field of adult and continuing education, training and retraining would be helpful.

The successful applicants will be expected to contribute fully to the comprehensive programme of work of the Inspectorate. This will involve working closely with colleagues at all levels in the service in a range of inspectorial, professional and curriculum development tasks.

Relocation expenses where appropriate.
For further details and application forms, please write to the Chief Education Officer at County Hall. Please include a large stamped (32p) addressed envelope (31cm x 28cm). Closing date 18 September. Please quote appropriate post title and reference when applying.

An Equal Opportunity Employer.



**Nottinghamshire
County Council**
County Hall, West Bridgford
Nottingham NG2 7QP

LONDON BOROUGH OF BARNET

DIRECTORATE OF EDUCATIONAL SERVICES CAREERS EDUCATION AND TRAINING OFFICER

SALARY: Scale PO3 £15,039 - £16,305 per annum inclusive
HOURS: 36 per week

You should have either:

- Careers Service qualifications and experience;
- A teaching background with substantial careers involvement;
- Commercial/Industrial experience which has included significant links with a Local Authority Education Service;
- or a combination of any of the above.

Closing date: 24th September, 1987 Ref: 803/180

Application forms available from the Recruitment Office, London Borough of Barnet, 18/17 Sentinel Square, Brent Street, Hendon, London, NW4 2EN. Telephone 01-202 8282 Ext. 2372 (01 202 8502 outside office hours). 80903



DIRECTORATE OF EDUCATION

General Inspector of Schools

(English and Modern Languages)

Salary Range: Soulbury Head Teacher Group 9
£18,870 to £20,382 p.a. inclusive (under review)

General Inspector of Schools with specialist responsibility for English and Modern Languages required from 1st January, 1988 or as soon as possible thereafter.
Applications are sought from qualified teachers with relevant experience for this important post within the Schools Inspectorate. The successful applicant will be attached to a group of primary and secondary schools and will inspect and advise on English and Modern Languages throughout the Authority's schools.
An essential car user allowance is payable, or lease car facilities available. Relocation assistance available if appropriate.

Application forms and further details available from: Educational Services Secretary, Town Hall, Grayford, Kent DA1 4EN (Tel: 01-303 7777 Ext. 3846/3847). Closing date 28th September, 1987. (16376)



EDUCATION DEPARTMENT

Avon as an Equal Opportunity
employer considers applicants on their
suitability for the post, regardless of sex,
race, disability or sexual orientation.



Kent County Council

Education Department

General Inspector Primary

(Science and Technology)

Soulbury (HT10) £19,280.00-£20,766 (award pending) based at Maidstone.

You should be suitably qualified with senior management experience in primary schools involving work in the science and technology area of the curriculum.

Job description and application form returnable by 17 September from the County Education Officer, Education Department Springfield Maidstone Kent ME14 2LJ Telephone Maidstone 671411 Ext 2384 (Ref PTC) (16376)



Northumberland County Council

ASSISTANT EDUCATION OFFICER (SALARY GRADE PO2)

First Middle and Special Schools Division

Applications invited for the above post based at County Hall, Morpeth. The duties of the post will be concerned initially with Special Education and the administration of the 1981 Act and with administrative issues in relation to First Schools.

You should be a graduate, with teaching experience. Administrative experience, whilst not essential would be advantageous.

Salary - £13,449 - £14,625 per annum (w.e.f. 1st February 1988) plus car user allowance.

Application forms and further details can be obtained from the Director of Education, County Hall, Morpeth, Northumberland NE81 2EF on receipt of a s.a.s. Closing date 26.9.87.

English Heritage Education Officers

£10,700 to £13,800

English Heritage cares for nearly 400 monuments in England including Stonehenge and Dover Castle. We are looking for experienced teachers for the following London-based posts.

Regional Education Officer (South) to provide an education service to schools and local education authorities in most counties south of the Thames. This is a permanent appointment.

Education Officer (London Royal Palaces) to provide an education service for the Royal Palaces in the care of the Department of the Environment, on secondment from English Heritage. These include the Tower of London, Kensington Palace and Hampton Court Palace. This is a 2 year appointment.

You should have a degree and a teaching qualification and at least 5 years teaching experience.

Application forms and further details may be obtained from Jackie Williams, Personnel Branch, English Heritage, 15-17 Great Marlborough Street, London W1V 1AF (tel 01-734 8341). Closing date: 30 September 1987. (10082)



ADMINISTRATIVE OFFICER

Required to join the Management team at Denham College, the W's short stay adult education establishment near Oxford.

The successful candidate will be required to share with the senior staff general managerial responsibilities. The specific requirement for this post is to develop commercial listings in off peak periods and other profitable enterprises. Proven successful experience in accounting and budgeting essential. Knowledge of adult education and residential provision will be an advantage.

Salary: c £10,000 per annum according to experience.

Residential accommodation provided.

Further details and application form available from: Personnel Department

National Federation of Women's Institutes

39 Eccleston Street, London SW1W 9NT

Telephone: 01-730 7212

Closing date for completed applications: 2 October 1987. (17471)

